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FRENCH



MODULE

4

LA COMMUNAUTE



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LEARNING

French 13

Module 4

La communauté (The Community)



French 13
Student Module Booklet
Module 4
La communauté (The Community)
Learning Technologies Branch
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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Parents	
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Other	



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Bienvenue au Module 4!

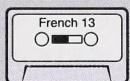
Welcome to Module 4!

We hope you will enjoy your study of
La communauté (The Community).

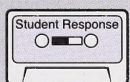
Many icons are used in this course to guide you through your learning.



Use your text, *Arc-en-ciel 1*, and turn to the page indicated.



Use your prerecorded audiocassette, and listen to the segment indicated.



Use two or more of your own audiocassettes, one as a Student Response audiocassette to practise your oral work, and one for submitting your oral assignments. (If you prefer, you may submit your oral assignments on a videocassette.)



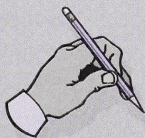
Complete the oral work on your own. Often, this means playing both roles.



If possible, complete this oral work with a partner.



Contact your learning facilitator to complete the oral work, or, if you are registered with the Alberta Distance Learning Centre, telephone ADLC and ask to speak to a French teacher.



Listen to the prerecorded Dictation audiocassette, and then write the sentences in the spaces provided in your Assignment Booklets.

Now, on to your study of
La communauté.



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(A VISIT TO YOUR COMMUNITY)

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(PEOPLE IN YOUR COMMUNITY)

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OVERVIEW

In this module you will add to your repertoire of French words by learning to talk about where you live, what job opportunities are available there, and where you would like to travel.

Where do people in your community find jobs? What kind of work could you do in your community? Usually both small and large communities have things like a post office, bank, gas station, restaurant, grocery store, and recreational facilities. The location and population of your community will determine the facilities that exist there.

What do you want to do when you finish high school? Where would you like to work? What you want to do in the future is probably something you've thought about a lot. There are many, many different jobs in the world. Each job requires specific skills and a certain amount of education or training. Some communities attract certain vocations. For example, the area around the town of Hughenden has many farmers. People with skills in the oil and gas industry often go to the city of Fort McMurray. Fort Chipewyan has jobs for those who hunt, fish, and trap. Will your community provide the job opportunities you desire?

How do you, your family, and friends get to school or to work? Technological advancements have provided you with a variety of transportation methods. The method of transportation you choose depends on the community you live in. Often the season affects the transportation you choose as well.

Module 4

La communauté (The community)

Section 1

Une visite à ta communauté
(A Visit to Your Community)

Section 2

Les personnes dans ta communauté
(People in Your Community)

Section 3

Le transport
(Transportation)

Evaluation

Your mark in this module will be determined by your work in the Oral Assignments and in the two Assignment Booklets for Module 4. You must complete all assignments. The assignment breakdown is as follows:

Assignment Booklet 4A for Module 4: Section 1 and Section 2

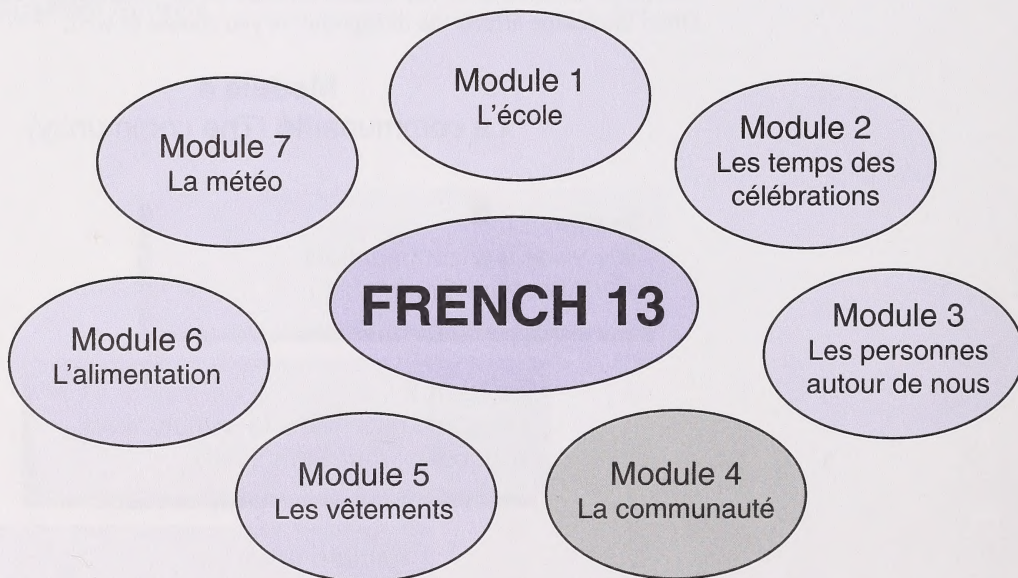
Section 1 Assignment	40 marks
Section 2 Assignment	40 marks
TOTAL	80 marks

Assignment Booklet 4B for Module 4: Section 3 and Final Module Assignment

Section 3 Assignment	40 marks
Final Module Assignment	40 marks
TOTAL	80 marks

Course Overview

French 13 contains seven modules. The module you are working in is highlighted with grey.



Section

1

Une visite à ta communauté (A Visit to Your Community)



What is the area you're from like? Do you live in a town or city, or do you live in the country? Urban or rural, what does your community provide for you? Does it have all the services you need or want? If you meet someone while travelling, these are questions they will often ask you, because people generally are curious about how other people live.

After you work through this section, you should be able to discuss your community and its services in French. You will also have the skills to ask about the facilities and services in any francophone communities you visit.

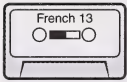
Activity 1: Les endroits (Places)

What do you think of when you hear the word *community*? *Community* can refer to a hamlet, town, city, or country – indeed, any group of people living or working together or both. For example, a school is a community of learners. Communities are often determined by geography. When talking about community, where you live is an important factor.

Où habites-tu? (Where do you live?)

This is an important question – one with which you are familiar. Where people live is an important detail of their lives. Sometimes people's careers dictate where they live or vice versa.

1.1



First listen to this example of a student asking where Wayne Gretzky lives and the response on tape segment 401.

Où habite Wayne Gretzky?

Il habite Los Angeles.

Then continue listening to tape segment 401. It has five more questions for you. Write your answers here, basing them on the pattern of the example.

1. _____
2. _____
3. _____
4. _____
5. _____

Check your answers in the Appendix, Section 1: Activity 1.1.

Bon travail! Did you practise your pronunciation by repeating your answers orally? Repeat them as often as you like.

When you use forms of the word **habiter**, you have the option of saying **à** before the name of a city. **Elle habite à Calgary** means the same as **Elle habite Calgary**.

1.2

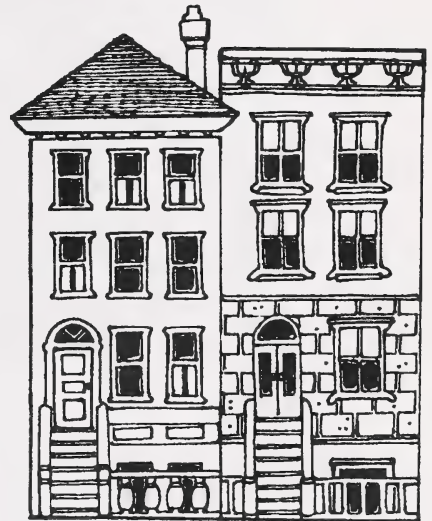
In Module 1 you learned the uses of **un**, **une**, and **des**, and you also learned that all objects in French are either masculine (**un**) or feminine (**une**) and singular or plural (**des**).

What would you do if you didn't know whether a particular word was masculine or feminine?

Right! The most accurate way would be to look for an **m.** or an **f.** beside the word in your dictionary. Or you could ask someone who speaks French. Be careful though, for sometimes even francophones make mistakes with the gender of French words.

Here is a list of places in your community. Indicate if each word is masculine, feminine, or plural by writing **un**, **une**, or **des** in the blank. These words are probably familiar to you, but you may wish to check their gender in your dictionary just to make sure. The first one has been done for you as an example (**modèle**).

1. C'est une école.
2. C'est _____ chambre.
3. C'est _____ bureau.
4. C'est _____ bibliothèque.
5. C'est _____ garage.
6. C'est _____ maison des jeunes.
7. Ce sont _____ salles de classe.
8. C'est _____ gymnase.
9. C'est _____ cafétéria.
10. Ce sont _____ maisons.

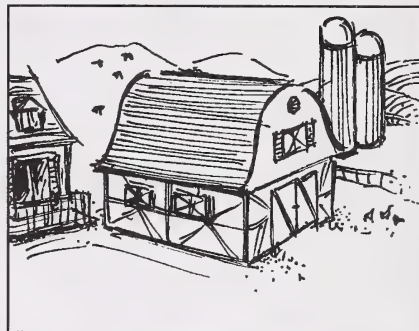


Check your answers in the Appendix, Section 1: Activity 1.2.

1.3

Read the following conversations. In each one, someone asks *What is it?* and someone else responds.

Marc: **Qu'est-ce que c'est?**
 Juliette: **C'est une ferme.**
 Marc: **Qui habite dans la ferme?**
 Juliette: **C'est Monsieur McDonald!**



Robert: **Qu'est-ce que c'est?**
 Laurent: **C'est un cinéma.**
 Robert: **Moi, j'adore les westerns.**
 Laurent: **Allons-y!**

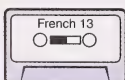
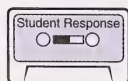


The question **Qu'est-ce que c'est?** (*What is it?*) is usually answered by saying **C'est un/une** _____. (*It is a(n)* _____.) This question is used to identify objects, just as the question **Qui est-ce?** (*Who is it?*) is used to identify people. Like **Qui est-ce?**, the question **Qu'est-ce que c'est?** is answered by **C'est ...** and the name of the object or place.

Your friend Michelle from Module 1 has returned to her home in Quebec. She is showing her parents pictures of your town. For each one they ask, "**Qu'est-ce que c'est?**" Use the sentences in Activity 1.2 to answer their questions on your blank audiocassette as though you were Michelle. Repeat your answers as often as you like.

1.4

Look at 7A on page 32 of *Arc-en-ciel 1*. On your own or with a partner, read along with tape segment 402.

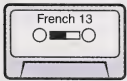


Then, look at the pictures in question 1 on page 33 in your text. On your blank cassette, record the question **Qu'est-ce que c'est?** and then answer it with **C'est un/une ...** and the name of the person or place in each picture.

Check your answers in the Appendix, Section 1: Activity 1.4.

1.5

Alberta does not have as many **châteaux** (*castles*) as in Europe. However, there is one **château** that is very popular here. Are you familiar with the clothing store **le château**? Maybe you buy your clothes there.



Question 3 on page 33 in your text is similar to question 1 of that page, only now, instead of looking at pictures, you will be listening to sounds. Listen to the sound effects on tape segment 403 and then, in the order that you hear them, write the answers to the question **Qu'est-ce que c'est?** Replay the tape as often as you like.

Textbook question 3:

1. _____
2. _____
3. _____
4. _____
5. _____

Check your answers in the Appendix, Section 1: Activity 1.5.

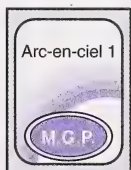
What did you notice about the last sound in Activity 1.6? Did you recognize it as a siren?

The siren of an ambulance in France sounds quite different from ambulance sirens in Canada.

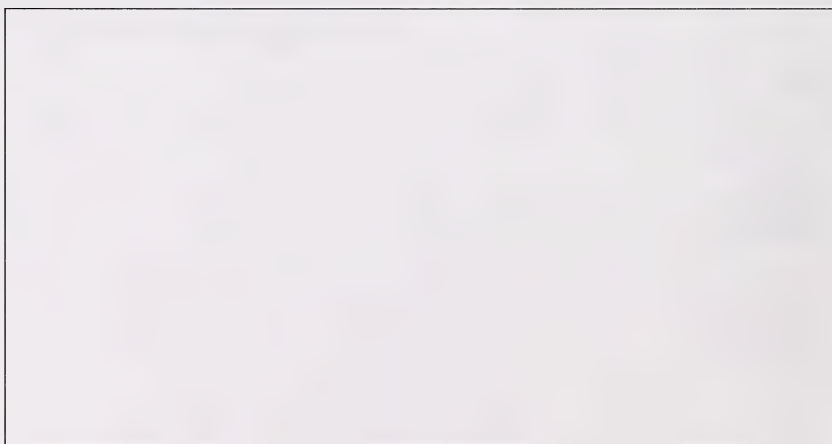
1.6



1. Now turn to page 34 of your text. Look at the map in question 4. Make a legend for the map by drawing the five symbols and telling in French what each one represents.



2. Now, as you listen to tape segment 404, do question 5 on page 34 of your text *Arc-en-ciel 1*. First copy the map in the space provided. Add arrows to mark the route, following the directions that are given on the tape.



Check your answers in the Appendix, Section 1: Activity 1.6.

You have learned that all people, objects, and places are either masculine or feminine and either singular or plural. Another way of identifying an object's gender (masculine or feminine) and number (singular or plural) is looking for **le**, **la**, or **les** in front of the word.

Remember that **le** is for masculine nouns, **la** is for feminine nouns, and **les** is for plural nouns that are either masculine or feminine. Do you remember when **l'** is used?

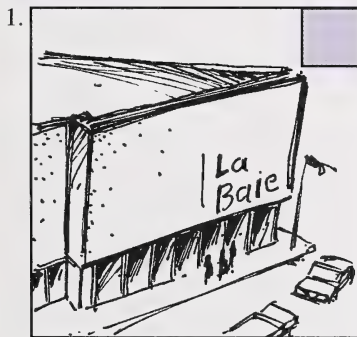
Right! It is used in front of a singular noun that begins with a vowel sound, such as **l'école**.

1.7

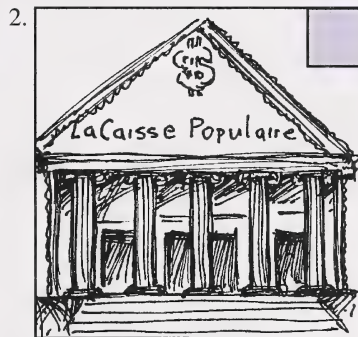
Monique is visiting her friend Nicole for the summer. Nicole and her friend Robert are giving Monique a tour of the town and pointing out various places in the community. Maybe their town is a lot like yours.



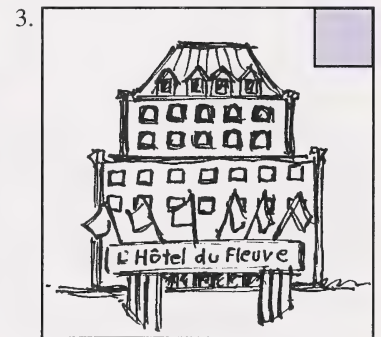
Look at the following pictures while listening to tape segment 405. As you hear each place mentioned to Monique, put a ✓ in the corner of its picture.



le grand magasin



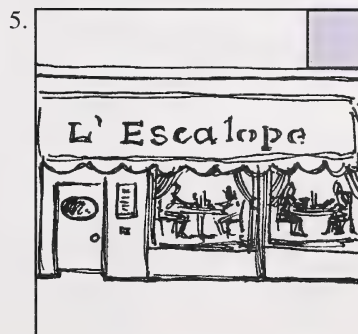
la banque



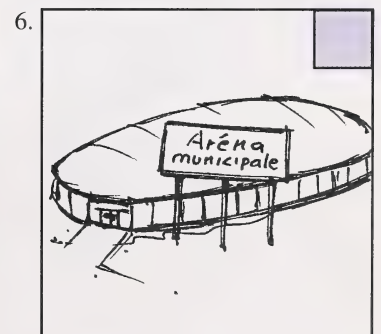
l'hôtel



le cinéma



le restaurant



l'aréna

7.



le bureau de poste régional

8.



le centre d'achats

9.

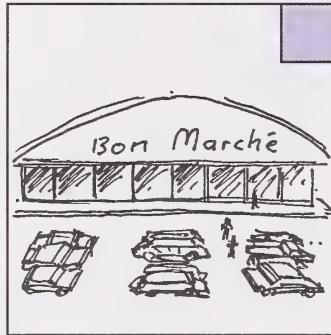


l'église

10.

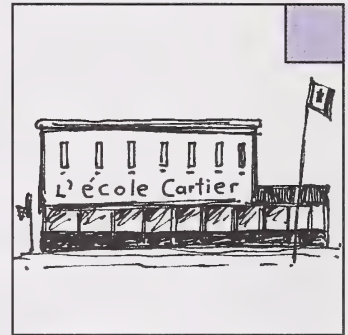
la Gendarmerie Royale
du Canada

11.



l'épicerie

12.



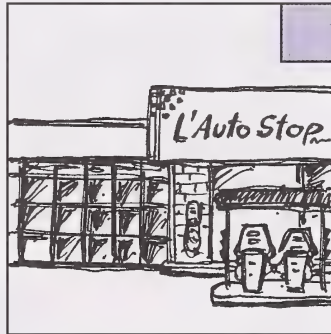
l'école

13.



la boulangerie

14.



la station-service

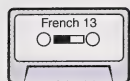
15.



le café

Check your answers in the Appendix, Section 1: Activity 1.7.

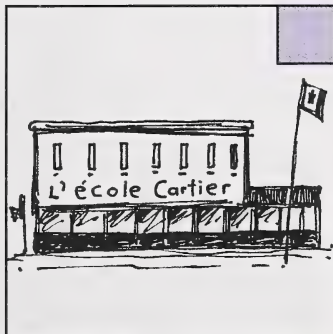
1.8



You want to describe your town to Monique, so you need to know how to say the names of various places and buildings correctly. Several of the names are given on tape segment 406. Practise your pronunciation by repeating each one while you look at the corresponding picture. Place a ✓ on each picture as you hear it named.

Repeat this exercise as often as you like, so that you will be ready to name each place for Monique.

1.



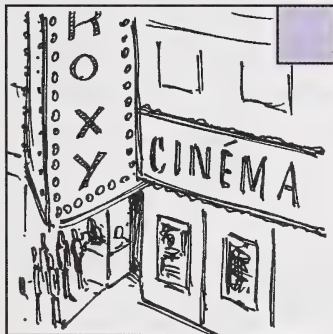
2.



3.



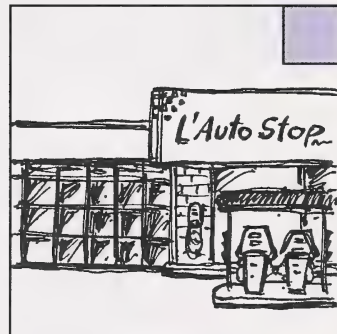
4.



5.



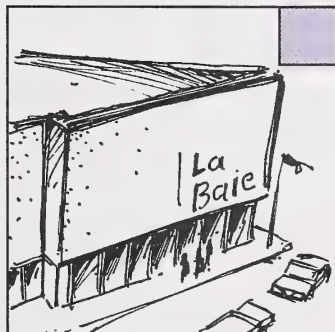
6.



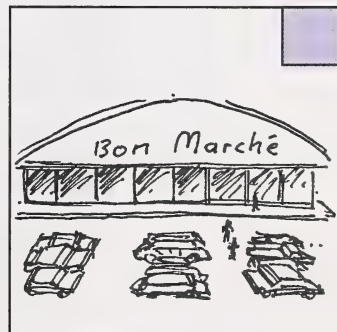
7.



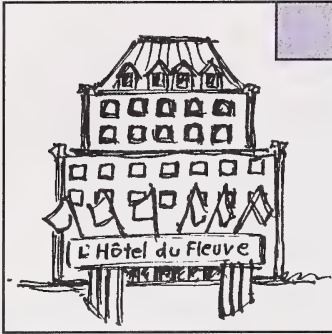
8.



9.



10.



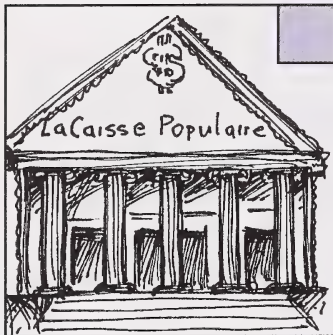
11.



12.



13.



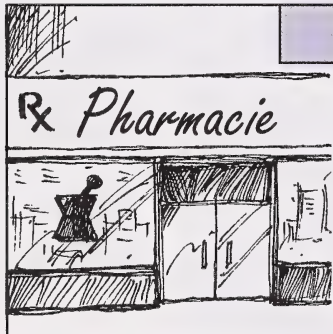
14.



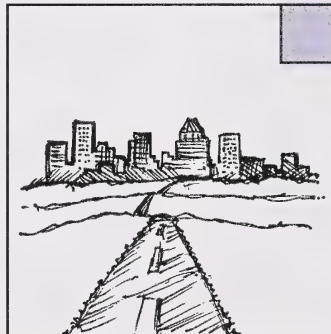
15.



16.



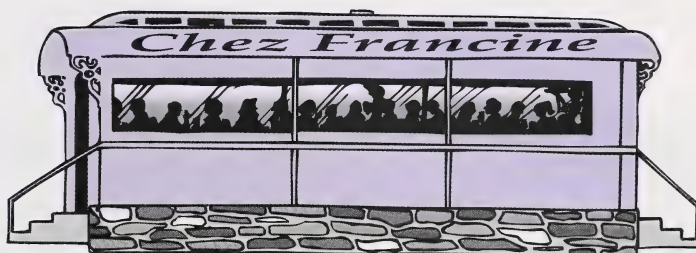
17.



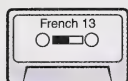
What happens to **le** and **la** in front of a vowel or a vowel sound?

Bon! It becomes **l'** as in **l'école** or **l'hôtel**.

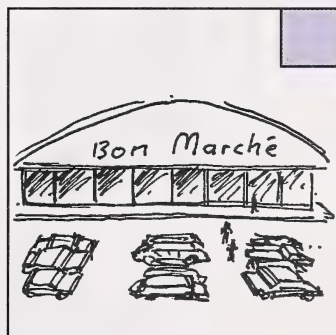
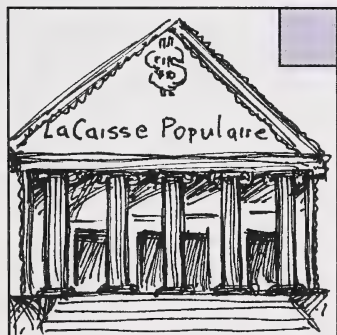
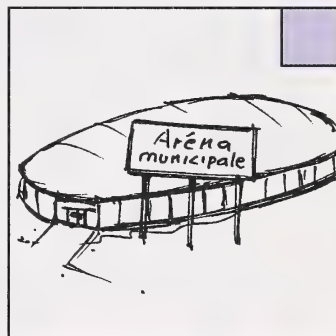
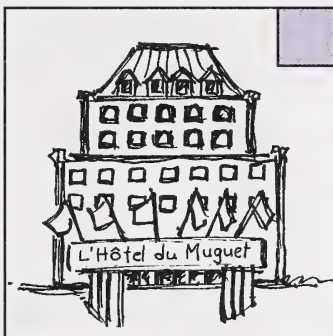
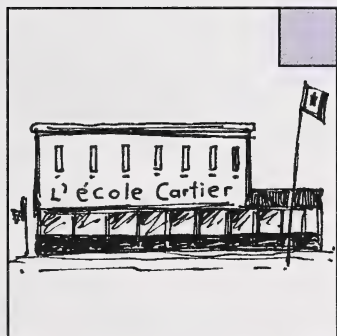
Now you are more familiar with the French terms for places in your community. Next time you go to town, practise naming various places in French as you pass by.

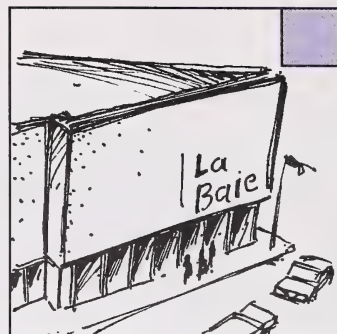
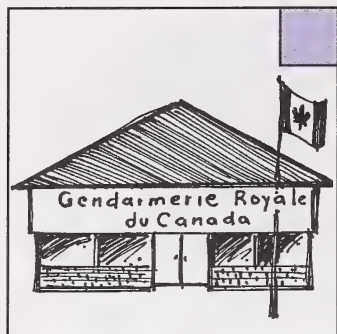


1.9



While you are sitting in a restaurant waiting for Monique and Nicole you overhear some conversations at the tables next to you. Listen to them on tape segment 407. You may not understand every word in them but as you hear the name of a place, write the number of the conversation in the box of the corresponding picture. Listen as often as you like.





Check your answers in the Appendix, Section 1: Activity 1.9.

Activity 2: Que faire dans la communauté (Things To Do in the Community)



Bienvenue à l'Activité 2!

2.1

The following conversation is among three friends: Anne, Marie, and Jacques. They are trying to decide what to do and where to go on a Saturday night. You've probably had similar conversations with your friends.



Listen to tape segment 408 and follow along here. Do not hesitate to look up any words you don't understand. Listen as often as you like; then answer the questions that come afterwards.

Anne: **Marie, où vas-tu samedi soir?**

Marie: **À la discothèque, voir des vidéos de musique. Et toi?**

Anne: **Je vais regarder la télé à la maison.**

Jacques: **Je vais étudier à la bibliothèque ...**

Anne: **Mais la bibliothèque est fermée samedi soir, Jacques.**

Jacques: **... et à la piscine pour nager.**

Marie: **Fermée aussi.**

Jacques: **Zut! Alors je vais regarder un match de football au stade.**

Marie: **Jacques, le match de football est vendredi soir, pas samedi.**

Jacques: **Bon. Alors je vais à la patinoire, patiner.**

Anne: **Désolée, Jacques. Il y a un match à l'aréna samedi soir.**

Jacques: **Zut! Anne, tu vas au cinéma avec moi, regarder un film?**

Anne: **OK Jacques. Allons-y!**

1. Où va Anne samedi soir? _____
2. Où va Marie samedi soir? _____
3. Where do you go and what do you like to do on a typical Saturday night?

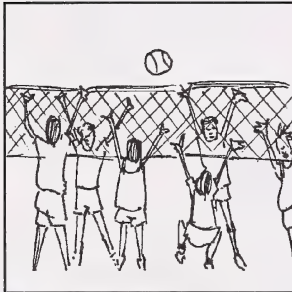
Check your answers in the Appendix, Section 1: Activity 2.1.

2.2

Often where you live will determine what recreational activities are available.

1. Look at the list of things to do in Anne and Marie's town and place a ✓ beside those activities that are available in your community. If you don't understand all the words, use the context of the phrase and the illustration to figure out what they mean.

Des chose à faire! (Things To Do!)



☐ jouer à un sport au parc



☐ étudier à la bibliothèque



☐ regarder un film au cinéma



☐ prier à l'église



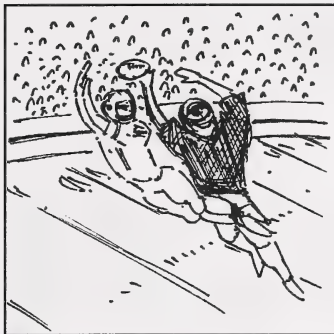
☐ bavarder avec des amis
à la maison des jeunes



☐ nager et plonger à la piscine



☐ regarder la télé à la maison



☐ regarder un sport au stade



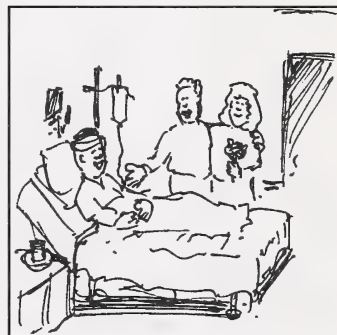
☐ acheter des magazines à la librairie



☐ danser à la discothèque



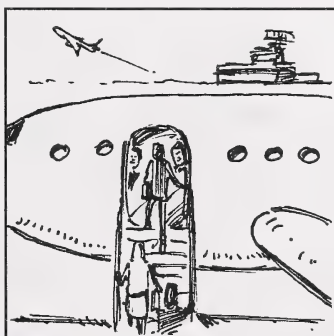
☐ se reposer, jouer au frisbee, et nager à la plage



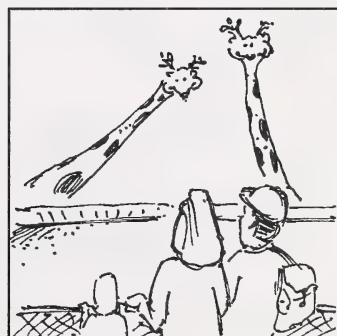
☐ rendre visite à un ami à l'hôpital



☐ voyager par train à la gare



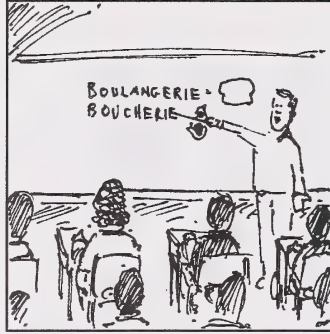
☐ voyager en avion à l'aéroport



☐ regarder des animaux au zoo



☐ acheter du pain à la boulangerie



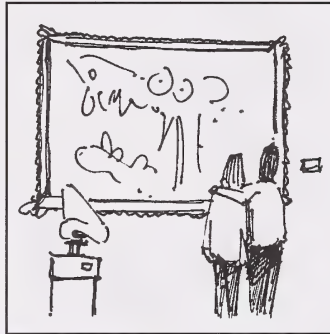
☐ étudier des matières à l'école



☐ encaisser un chèque à la banque



☐ envoyer des lettres au bureau de poste



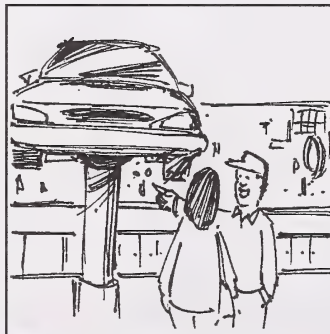
☐ regarder des sculptures et tableaux au musée



☐ patiner à la patinoire



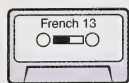
☐ acheter de la viande à la boucherie



☐ faire réparer l'auto à la station-service



☐ aller au party chez Philippe



2. Now listen to tape segment 409 as Anne reads the list of activities from question 1 to Marie. They are trying to decide what to do this evening. What do they end up choosing?
-

Check your answers in the Appendix, Section 1: Activity 2.2.

Remember to listen to the tape as often as you like. Did you notice that **au** and **à la** were used in front of the names of places? What does it mean?

Right! **Au** and **à la** mean *to the* or *at the*.

Grammar Observation

Je parle à Marie.	Tu vas à la banque.
Il va au magasin.	J'arrive à l' école à neuf heures.
Ma mère est au bureau.	Il parle aux professeurs.

à + le	Use	
à + les	au (instead of à + le) for masculine	à la for feminine nouns
	aux (instead of à + les) for plural nouns	à l' for nouns beginning with vowels

2.3

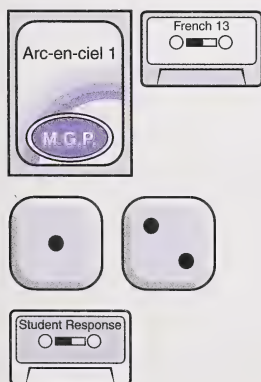
As you listen to tape segment 410, read the story on page 135 in your text about Monsieur Duforge, **un chauffeur de taxi** (*a taxi driver*).

Now read the conversation out loud with a partner, or if you're on your own, take both roles using different voices.

Remember to listen to the tape segment as often as you like. Tape your conversation on your blank audiocassette and then listen again to the tape segment.

Did you notice that the names of banks are different in France than in Canada? The story you just heard used the acronym **BNP**. As you may know, an acronym is a group of letters that represents a series of words. What do you think these acronyms stand for?

1. YMCA: _____
2. COD: _____



3. RSVP: _____

4. ADLC: _____

Check your answers in the Appendix, Section 1: Activity 2.3.

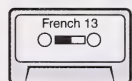
CIBC is an acronym for which bank in Canada? _____

Right! **C'est correct!** It stands for the Canadian Imperial Bank of Commerce.

What does **BNP** stand for? Refer to page 135 in your textbook.

It stands for **la Banque Nationale de Paris**.

2.4



Page 136 of *Arc-en-ciel 1* features a conversation about Jean's weekend. As you read it, listen to tape segment 411. You will hear more dialogue than is written in your text, but don't worry – you are not expected to understand everything. You are, however, encouraged to listen for the names of the places that Jean is visiting. Follow the dialogue by pointing at the pictures. Listen to the tape segment as often as you like. Have you understood everything that Jean is doing this weekend?

What a busy weekend Jean has! He goes to a lot of different places. What does he do at each one? Complete the following sentences by matching each activity from the list with the appropriate location.

regarder un film
magasiner
nager
jouer au football

patiner
se reposer
jouer au frisbee
jouer au flipper

1. Il va à la piscine pour _____.
2. Il va au marché pour _____.
3. Il va au stade pour _____.
4. Il va à la maison des jeunes pour _____.
5. Il va à la plage pour _____.
6. Il va à la patinoire pour _____.
7. Il va au cinéma pour _____.

8. Il va au lit pour _____.

Check your answers in the Appendix, Section 1: Activity 2.4.

2.5

Oral Assignment

If you have a French facilitator, complete this task with him or her. Have him or her ask you the following questions and then respond by saying what you are doing and where you are going. If you are working alone, write down the answers to the questions; then, for practice, record both the questions and answers on your blank audiocassette. (If you prefer, record your responses on a blank videocassette.) Listen to how closely you sound like the audiotape.

If you are a student of the Alberta Distance Learning Centre, telephone the ADLC at this point and ask to speak to a French teacher.

The first answer is completed for you. Use it as a model for the rest of your answers. You can use the names of places and activities listed in the Glossary or you can look up names of other places in your dictionary.

1. Où vas-tu vendredi soir? Je vais au cinéma pour regarder un film.

2. Où vas-tu samedi matin? _____

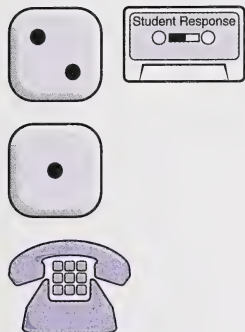
3. Où vas-tu samedi après-midi? _____

4. Où vas-tu samedi soir? _____

5. Où vas-tu dimanche matin? _____

6. Où vas-tu dimanche après-midi? _____

7. Où vas-tu dimanche soir? _____



8. Où vas-tu lundi matin? _____

Grammar Observation

Throughout this activity you have been using many of the verbs you learned earlier, such as **jouer, étudier, regarder**. **Aller** (*to go*) is one of those verbs that doesn't follow the regular conjugation pattern that most verbs do.

Do you remember seeing and using these questions and answers that have **aller** in them?

- | | |
|------------------|----------------------------|
| • Où vas-tu? | Je vais... |
| • Où allez-vous? | On va... or Nous allons... |
| • Où va Jean? | Il va... |
| • Où va Jeanne? | Elle va... |

If you have not already done so, you may want to learn the pattern of the verb **aller** right now, since you will use this verb so much in basic speech and writing.

Le verbe **aller** (*to go*)

Singular		Plural	
je vais	<i>I go</i>	on va	<i>we go</i>
tu vas	<i>you go</i>	nous allons	<i>you go</i>
il va	<i>he goes</i>	ils vont	<i>they go</i>
elle va	<i>she goes</i>	elles vont	<i>they go</i>

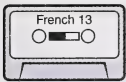


Activity 3: Les services (Services)

Most of the places you have been learning about provide important services to a community.

People usually go to a certain place because it provides them with a service or something they need.

3.1



Listen to tape segment 412. You will hear a description of the services provided at several different places. In the space provided, write the name of the place where each service occurs. Press the pause button on your tape recorder after each statement to make sure you have enough time to write down the answer. The first one has been done for you as an example (**modèle**).

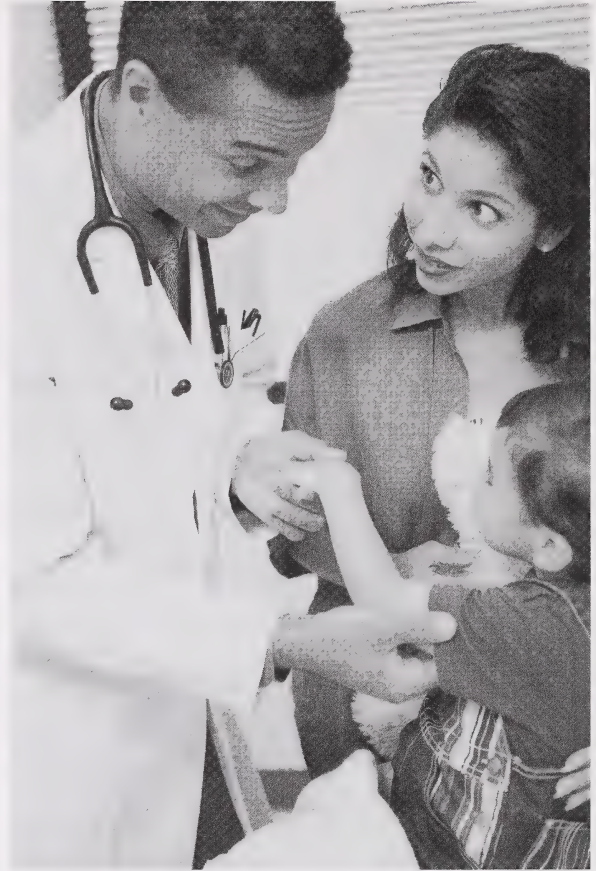
- 1. *au bureau de poste* _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____

Check your answers in the Appendix, Section 1: Activity 3.1.

3.2

Services can be divided into those that are essential and those that are recreational. Most people cannot live without certain essential services. What services do you consider essential?

Recreational services are those that provide activities that are purely for relaxation and fun – not survival. They are not essential, but they are very important to many people. Think about where you live and the services your community provides, both essential and recreational.



Check off the essential services available to you. If you live in a community that provides most services, you can check off the essential services that are closest to you.

Essential Services Available in Your Community

On peut

- ☐ envoyer des lettres
- ☐ acheter des fruits et des légumes
- ☐ étudier le français, les maths, etc.
- ☐ rendre visite à une personne qui est malade
- ☐ encaisser une chèque
- ☐ faire réparer des autos
- ☐ trouver une chambre pour dormir

3.3

Now it's time for some rest and relaxation. Check off the recreational services available to you. If you live in a community that provides all of these services, check off only the ones that are closest to you.

**Recreational Services Available in Your Community**

On peut

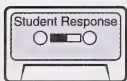
- ☐ se détendre et prendre du soleil
- ☐ regarder des sculptures et des tableaux
- ☐ nager
- ☐ regarder un film
- ☐ danser
- ☐ rencontrer des amis
- ☐ dîner

After completing these two checklists, share them with a partner if you have one. Take some time to discuss both kinds of services and how to say them in French.

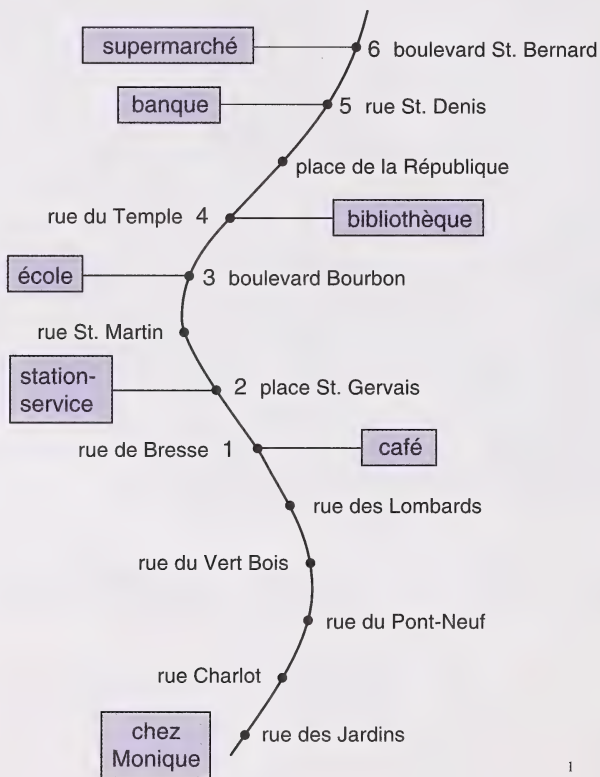


3.4

You met Monique earlier in this section. She is a very busy person with places to go and things to do. The map that follows indicates where Monique is going. Look at it and imagine why she would be going to these places.



With your pencil, follow the route Monique takes. If you have a partner, describe to him or her where Monique is going and why she is visiting each building. If you are working alone, describe those same details on your Student Response audiocassette. (If you prefer, record your description on a blank videocassette.) Most of your descriptions will begin with **Monique** or **Elle**.



1



Check your answers by listening to tape segment 413 or by referring to the Appendix, Section 1: Activity 3.4.

¹ Ann Miller and Liz Roselman, *Arc-en-ciel Stage 1: Repromasters* (London: Mary Glasgow Publications Ltd., 1988). Reprinted by permission.

Did you notice the box on the map that says **chez Monique**? Sometimes French restaurants or beauty salons start with **chez**. What do you think this means? What does this particular box represent?

If you said *Monique's place* or *Monique's house*, you are right!

How would you say *Paul's house* or *Paul's place*?

Oui – **chez Paul**!

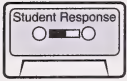
3.5

Nicole is on holidays. She is lucky because she has a lot of time for recreational activities. The map that follows indicates where Nicole is going.

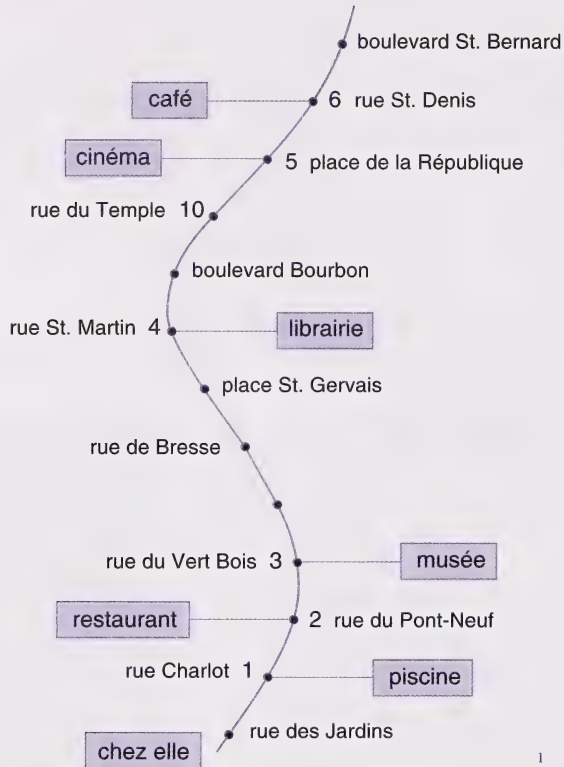
If you have a learning facilitator, complete this task with her or him. If you are a student of the Alberta Distance Learning Centre, telephone ADLC at this point and ask to speak to a French teacher.

Oral Task: Describe where Nicole is going and why. Practise saying where Nicole is going and why she is visiting each building. You will be expected to read the names of the places that she visits and tell the reasons for her visit.





Follow the route Nicole takes. As you do so, describe on your Student Response audiocassette where she is going and why she is visiting each building. (If you prefer, you may record your description on a blank videocassette.) Begin each answer with **Nicole** or **Elle**.



Check your answers by listening to tape segment 414 or referring to the Appendix, Section 1: Activity 3.5.

¹ Ann Miller and Liz Roselman, *Arc-en-ciel Stage 1: Repromasters* (London: Mary Glasgow Publications Ltd., 1988). Reprinted by permission.

Monique is confused. She knows that **une bibliothèque** is *a library*. What then is **une librairie**? If you are not sure, look up this word in a French-English dictionary. Write your answer here.

Oui. **Une librairie** is *a bookstore*.

Did you know that there is a French **librairie** in Edmonton? It's called **Le Carrefour**. It sells French books, posters, records, videos, and other items.

Are there any stores like **Le Carrefour** that sell French books and posters in your community?

Have a look in the Yellow Pages if you're not sure!

Bravo! Tu as fini l'Activité 3!

You can now discuss the services, essential and recreational, that may or may not be available in your town, city, or rural area.



Follow-up Activities

If you had difficulties with the activities in this section, it is recommended that you do the Extra Help. If you have a clear understanding of the concepts and had few difficulties with the activities, it is recommended that you do the Enrichment. You may do both if you choose.

Extra Help 1

Monique meets a tourist in town. He asks where he needs to go for various activities. Help Monique answer his questions. She has answered the first one already.

1. Je veux encaisser un cheque.

Allez à la banque, monsieur.

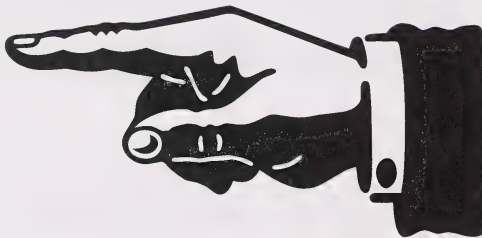
2. Je veux acheter un livre.

3. Je veux me détendre et prendre du soleil.

4. Et après ça, je veux dîner.

5. Je veux regarder un film.

Check your answers in the Appendix, Section 1: Extra Help 1.



Extra Help 2

Holidays are here! Hooray! The following pictures show the places you are planning to visit while on holidays. Make an itinerary to give to a friend of yours so he or she can join you. The pictures are mixed up so you will have to put them in order. Don't forget to note the times, and write each in a complete sentence. The first day of your vacation is **mercredi**.

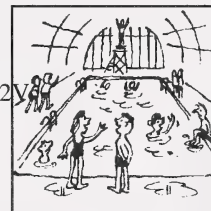
The first one has been done for you. **Bonnes vacances!**



4.00 cet après-midi



9.00 ce soir



11.00 ce matin



9.30 lundi matin



10.00 mardi matin



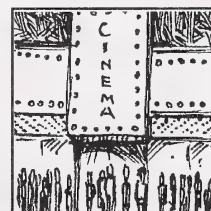
1.00 dimanche
après-midi



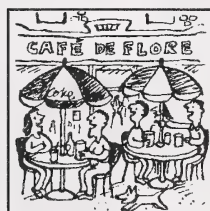
5.00 vendredi
matin



2.30 lundi après-
midi



9.00 samedi soir



11.30 jeudi matin

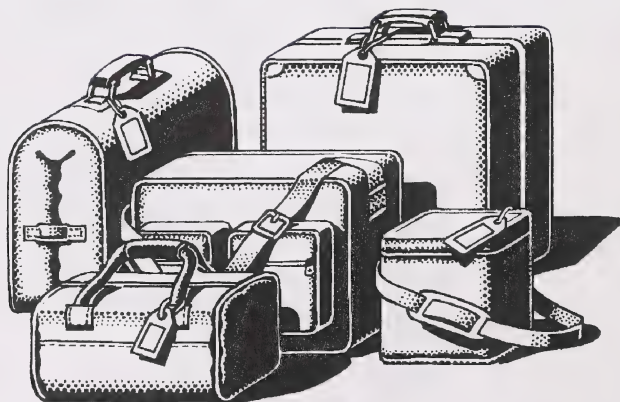
1

¹ Ann Miller and Liz Roselman, *Arc-en-ciel Stage 1: Repromasters* (London: Mary Glasgow Publications Ltd., 1988). Reprinted by permission.

My Itinerary

1. *Ce matin je vais à la piscine à 11h.* _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

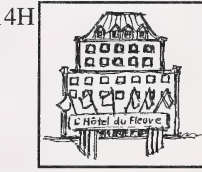
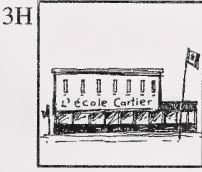
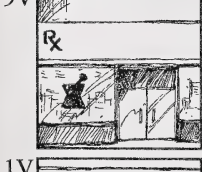
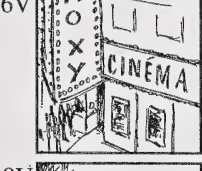
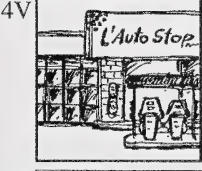
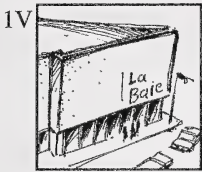
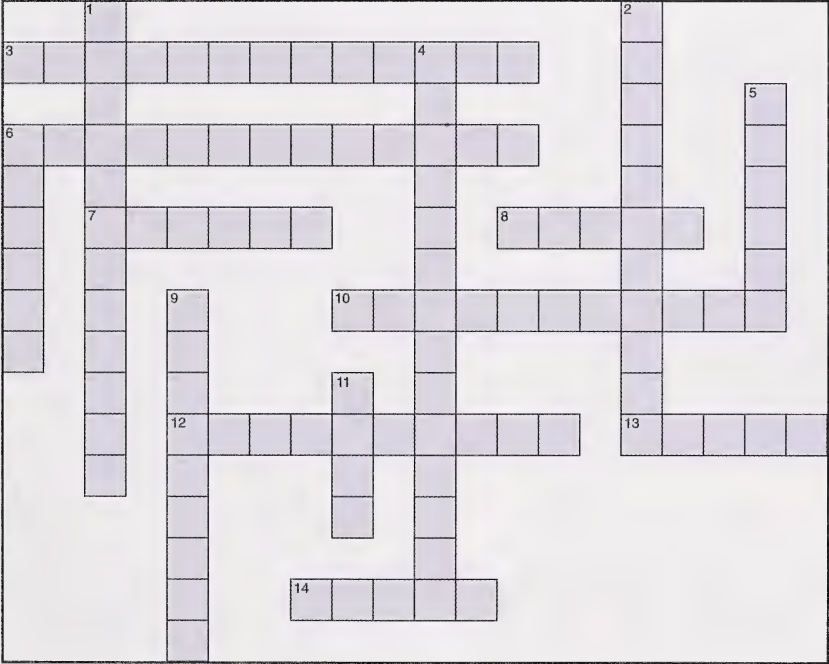
Check your answers in the Appendix, Section 1: Extra Help 2.



Extra Help 3

This activity will help you identify various places as well as give you practise spelling their names. Look at the pictures and write the name of the place in the puzzle spaces. There are no spaces between words nor are there any accents, hyphens, or apostrophes used in the puzzle. Remember that **V** stands for **vertical** and **H** stands for **horizontal**.

Mots Croisés: La Communauté



Check your answers in the Appendix, Section 1: Extra Help 3.

Enrichment

You are a detective. Find the square containing the letter B and the number 1. Now follow the arrows to the remaining letters of the word. Write the letters. Once you have found the letters for the rest of the words, write each one under the appropriate picture.

V	E	O	S	I	E	G	U	R
¹ B	O	U	L	A	N	E	R	E
² ₈	O	U	H	I	D	F	I	C
U	C	R	E	A	U	N	M	P
S	O	⁵ P	R	³ G	⁴ C	⁷ I	⁶ E	A
T	S	H	A	M	A	R	S	H
E	L	O	U	T	I	S	E	L
E	¹⁰ I	⁹ B	R	A	E	Q	U	¹¹ F
T	M	N	E	T	S	I	R	I

1. **B** ↘ _ _ → _ _ → _ _ ↖ _ ↗ _ ↖ _ ← _ ↓ _ ← _ ↓ _

2. **B** → _ ↓ _ ↓ _ ↗ _ ↘ _ ← _ ↗ _ ↓ _

3. **G** ↘ _ → _ ↗ _

4. **C** ↘ _ ↗ _ ↗ _

5. **P** ↓ _ → _ ↑ _ ↘ _ → _ ↑ _ → _ → _

6. **E** ↗ _ ↑ _ ← _ ↗ _ ← _ ↘ _ ↑ _

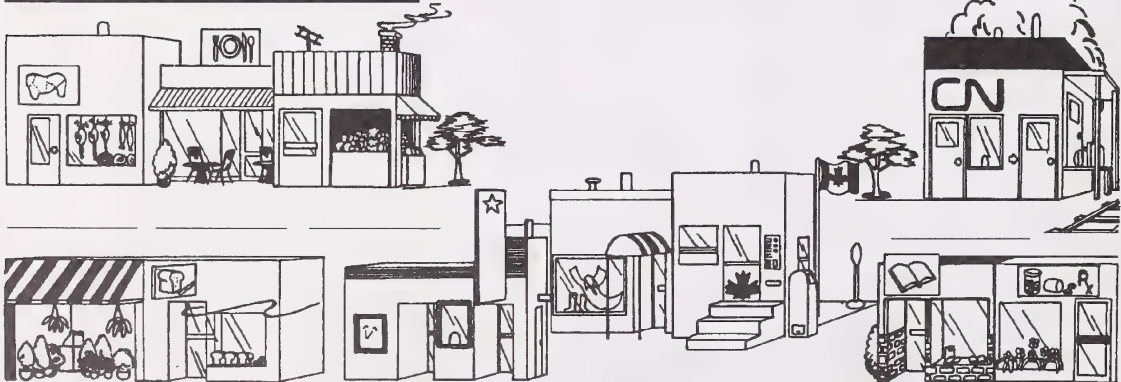
7. **C** → _ ↑ _ ↘ _ ↑ _ ↘ _

8. **B** → _ → _ → _ → _ ↗ _ ↓ _ → _ ↘ _ ↑ _

9. **B** ↑ _ → _ → _ → _ ↘ _ → _ ↑ _

10. **L** ↓ _ → _ → _ → _ ↗ _ ↗ _ ↖ _ ↓ _

11. **F** ↑ _ ← _ ↓ _ ↓ _ ← _ ← _ ← _ ↗ _



Check your answers in the Appendix, Section 1: Enrichment.

¹ Cruchley, Golinsky, et al., *Carte Blanche* (Don Mills: Addison-Wesley Publishers, 1981). Reprinted by permission.

Conclusion

Félicitations!

You have almost completed Section 1 of Module 4. All you need to do is the assignment!

The information you have learned in this section is very useful, especially if you are planning to travel. You are now able to say where you are going, for example, “**Je vais au supermarché.**” You can also discuss the type of building or service you need. If you forget the name of where you are going you can easily explain what it is you want to do, for example, “**Où est-ce que je vais pour acheter des fruits?**”

Now turn to your Assignment Booklet 4A and complete the assignment for
Module 4: Section 1.

Section

2

Les personnes dans ta communauté (People in Your Community)



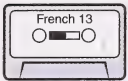
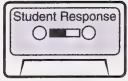
Bienvenue à la Section 2!

In Section 1 you learned about places and services in your community. Just as important as the places are the people who work there. In Section 2 you are going to learn about who works in these places. You will discuss various occupations, volunteering opportunities, and where and how to look for a job of your own. Of course, along with these explorations you will learn important French vocabulary.

Activity 1: Les métiers (Occupations)

Do you have a job now? Have you had a job before? Where could you work in your community if you wanted a job?

1.1



You and your friend Joe have decided to look for jobs. The first thing you have to do is brainstorm all the possible places you could both apply. Work with a partner, or on your Student Response audiocassette, record the names in French of ten places in your community where you could possibly get a job. Begin the sentence with **Je peux travailler...** and then give the name of the place. Follow the pattern in the examples on tape segment 415.

Here is one written **modèle** (*example*) for you:

Je peux travailler à la banque ou au bureau de poste.

What did you have to say just before you said the name of the place? _____

Très bien! You had to say **au** or **à la**.

Check your answers in the Appendix, Section 2: Activity 1.1.

1.2

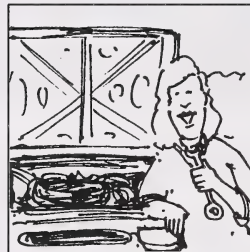
This job search has made you curious about jobs and titles. You realize that there is a name or title for just about every job that there is. Here are a few job titles that are *cognates*. See if you can identify them. You may use your French-English dictionary if you wish, but the pictures will probably give you enough clues.



un dentiste



une pilote



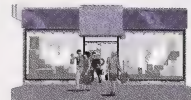
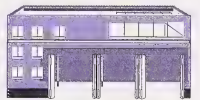
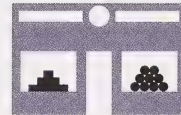
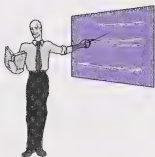
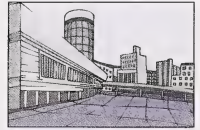
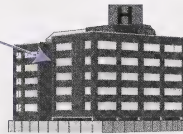
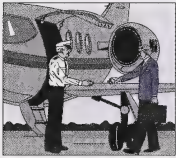
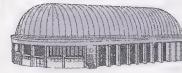
une mécanicienne



un policier



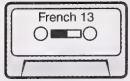
Looking over your list, you begin to think about where people work. Listen to tape segment 416 as Joe asks his mother where each of the following people works. As you listen to her answers, draw a line from each person to the appropriate place. The first match has been made for you.



Check your answers in the Appendix, Section 2: Activity 1.2.

1.3

People in general like doing *their own thing* – **chacun son goût!** Fortunately there are so many different kinds of jobs out there – it's hard to imagine someone not finding something to satisfy his or her taste. In fact, there are so many jobs it sometimes gets very confusing especially when you're trying to decide what you want to do. Joe's mother describes the profession of each person in the following pictures.



Listen to tape segment 417 and circle the profession you hear described.

Listen as often as you like. The first is completed as a **modèle**. (*exemple*).

1. Cette personne coupe les cheveux.
2. Cette personne donne la nourriture aux clients.



Il est (coiffeur chauffeur).



Il est (serveur conducteur).

3. Cette personne attrape les animaux sauvages.
4. Cette personne parle au téléphone.



Elle est (coiffeuse chasseuse).



Elle est (réceptionniste secrétaire).

5. Cette personne compte l'argent.



Elle est (avocate comptable).

6. Cette personne marche beaucoup pour mettre les lettres dans les boîtes.



Il est (facteur chanteur).

7. Cette personne sème des grains et élève des animaux.



Elle est (fermière banquière).

8. Cette personne encaisse des chèques.



Il est (caissier pompier).

9. Cette personne fait du pain et des croissants.



Elle est (boulangère épicière).

10. Cette personne attrape des poissons.



Il est (pêcheur vendeur).

Check your answers in the Appendix, Section 2: Activity 1.3.

Which of these occupations interest you?

Do you think that any of these occupations are becoming less common?

All of these occupations still exist. Throughout Canada and even in Alberta there are still many **chasseurs** and **pêcheurs**.

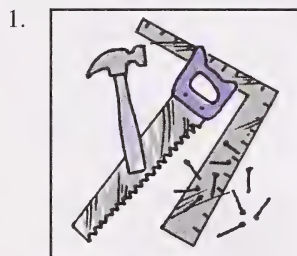
There are two meanings for **chasseur**. Look in your dictionary to find out what they are.

Un **chasseur** is a *hunter* or a *trapper*.

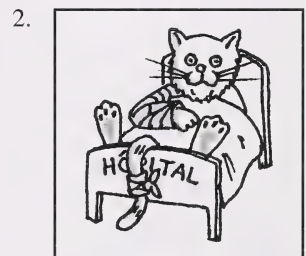
1.4

Are you still not sure what you want to be?

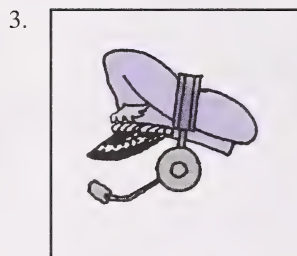
Here is a list of a few more occupations. However, the vowels (*a, e, i, o, u*) are missing in each word. Figure out the name of each occupation and then write in the missing vowels.



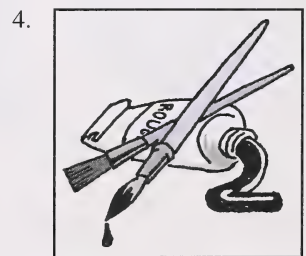
le ch__rp__nt__ __r



le v__t__r__n__ __r__



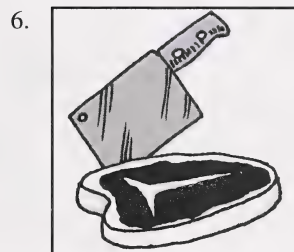
le p__l__t__



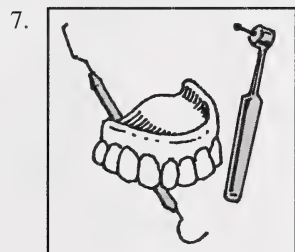
l'__rt__st__



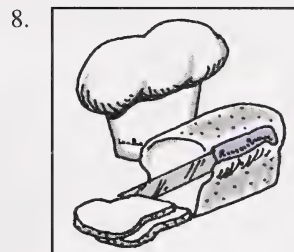
la j___rd___n___r___



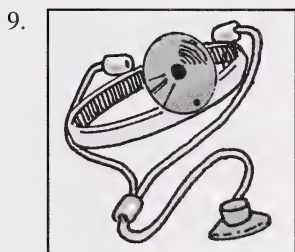
le b___ch___r



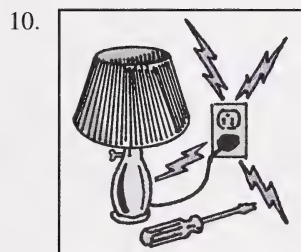
le d___nt___st___



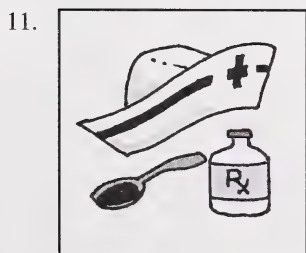
la b___l___ng___r___



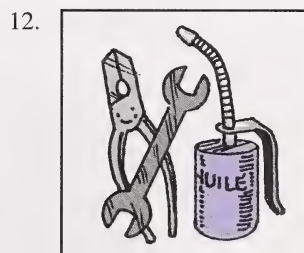
le m___d___c___n



l'___l___ctr___c___n

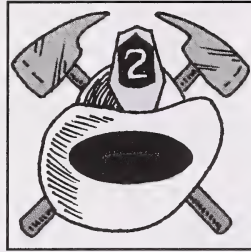


l'___nf___rm___r___



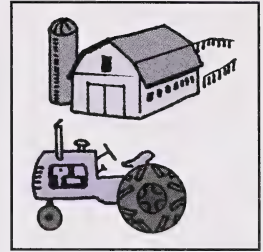
la m___c___n___c___nn___

13.



le p__mp__ __r

14.



la f__rm__ __r__

15.



le pr__f__ss__ __r

16.



la m__s__c__ __nn__

Check your answers in the Appendix, Section 2: Activity 1.4.

1.5

Would you say that the title of a job that is held by a woman should end with an *e* and that the title of a job held by a man shouldn't?

Not always! The profession **pilote** ends in *e* but it is used for either a male or female pilot.

Cultural Observation

Languages are always changing. With more and more women and men entering nontraditional fields of employment, the French language has had to change the way it refers to professions. However, **médecin** and **ingénieur** are names of two professions that do not have a feminine form yet. To refer to these professions when talking specifically about a woman some people say **une femme-médecin** and **une femme-ingénieur**. However, it is likely that **médecin** and **ingénieur** will soon mean doctors and engineers of either gender.



1. Refer to the pictures in Activity 1.4. Guess which occupations are masculine and which are feminine. There is one occupation that can be either. Remember that the gender of an occupation is like the gender of a noun; it doesn't mean much except for which article is placed in front of it. It does not mean that certain jobs are only for men or only for women. Remember **le** is used for masculine words and **la** for feminine words. Write the occupations from Activity 1.4 in the correct column. As you can see, **le charpentier** has been given for you. So has the feminine form **la charpentière**, which you will be referring to in question 2 of this activity.

	masculin	féminin
1.	<i>le charpentier</i>	<i>la charpentière</i>
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		

Which occupation appears in both columns?

Check your answers in the Appendix, Section 2: Activity 1.5.

As you have probably noticed, the names of occupations are often spelled differently if they are referring to a woman or a man.

- Now, fill in the empty spaces in the previous chart by writing the feminine names of occupations beside their masculine counterparts or vice versa. Notice the changes! The first one, **la charpentière**, has been done for you. Use your **dictionnaire** or ask someone who knows French to do this. You may want to work with a partner.

Remember that gender is usually shown by the article used and by the way a word is spelled. The last few letters of the word are usually good indicators of whether the word is feminine or masculine.

- In the following chart, there are some common masculine endings. Write the corresponding feminine endings from the list of occupations you made earlier in this activity.

masculin	féminin
-er	
-ien	
-ier	
-e	

Check your answers in the Appendix, Section 2: Activity 1.5.

Because of your job search you are now able to identify various occupations in French!

Are you thinking about which profession would best suit your lifestyle and also match your talents and skills? If you aren't sure about which career to pursue, volunteering may give you a clearer idea and, besides that, through it you'll gain valuable experience. Activity 2 will look at volunteering and introduce you to the French vocabulary connected to it.



Activity 2: Les bénévoles (Volunteers)

You and Joe are confused about what you would like to do. Joe's mother has a helpful idea. She wants to know if you've ever volunteered before. According to her, volunteering can be very rewarding because you get to meet and help people in your community.



The French word for *volunteer* is **bénévole**. Write an English word to which it might be related.

Oui! The English word *benevolent* comes from the same root. Look up *benevolent* and you will see that the meanings are connected.

What is volunteering? Volunteering is giving your time and talents to another person or an organization without pay. In return, you get the satisfaction of contributing to your community and of helping people. You also gain valuable experience that could lead to paid employment. While as a volunteer you do not receive money, quite often meals or transportation are paid for.

2.1

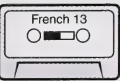
Think hard about things you have done for others that you were not paid for. Place an **X** in the box beside the following volunteer activities you have done before.

- ☐ **rendre visite à quelqu'un qui est malade** (*visit someone who is sick*)
- ☐ **tondre le gazon** (*mow someone's lawn*)
- ☐ **faire le ménage** (*clean someone's house*)
- ☐ **garder les animaux** (*take care of someone's pets*)
- ☐ **arroser le jardin de quelqu'un** (*water someone's plants/garden*)
- ☐ **travailler à un bingo pour une organisation** (*work a bingo to raise money for an organization*)
- ☐ **nettoyer les bords des routes** (*clean up garbage along the roadside*)
- ☐ **faire marcher un chien** (*walk someone's dog*)
- ☐ **préparer un repas pour quelqu'un** (*prepare a meal for someone*)
- ☐ **aller magasiner pour quelqu'un** (*go to the store for someone*)
- ☐ **aider le professeur en classe** (*help the teacher in class*)
- ☐ **gagner de l'argent pour une cause spéciale** (*raise money for a special cause*)

Think of other instances when you have given your time and energy to help someone. Write them here.



Oral Task: Tape segment 418 presents you with an oral list of these volunteer activities. Listen to it and discuss your volunteer experiences with a friend, your French facilitator, or if you are registered with Alberta Distance Learning Centre, telephone your distance-learning teacher, using as many French words as you can. Listen to the tape segment as often as you like. Then, in French, write one thing that you are going to volunteer for this week.



2.2

You and Joe have decided that volunteering is something that you want to try. You happen to hear on the radio that a home for senior citizens is looking for people to help out in various ways. You can listen to the announcement on tape segment 419.

There are words in this text you may not understand. Listen closely to key words and cognates so that you can guess their meaning. Look up the words you truly don't understand and be sure to choose the appropriate meaning from the list of meanings in the dictionary. You can also ask someone who knows French the meanings. When you fully understand what is being said on the tape segment, match the activities with the illustrations.

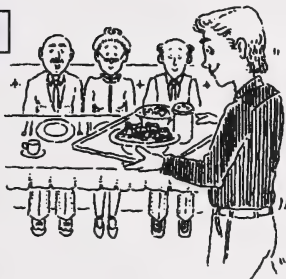
A.



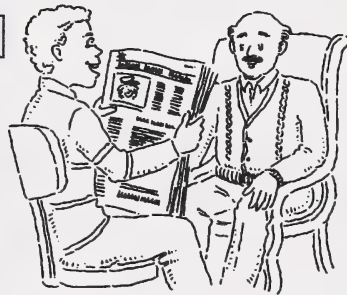
B.



C.



D.



E.



F.

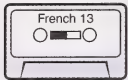


Check your answers in the the Appendix, Section 2: Activity 2.2.

¹ Rick Porter and Catherine Pellerin, *À la radio* (Mississauga: Copp Clark Pitman Ltd., 1989). Reproduced by permission of Addison-Wesley Publishers.

2.3

Volunteering covers so many different kinds of things and there are just as many different reasons for doing it. You might volunteer in order to get some work experience, simply to fill your time, or because of certain beliefs or ideals. You could find yourself working with a theatre company, an environmental group, a hospital, or a school. You may end up helping out an individual person. People of all ages may need extra help at some point in their lives. They may need a **bénévole** like you!



Listen to the conversations on tape segment 420. Each conversation is about people volunteering their time. Write what each person does. The verbs are listed for you, but remember that in the tape segment you will hear them in the form that matches the subject of the sentence, so don't let that throw you. This list may give you some idea of the kinds of things you can do as **un bénévole**. Listen as often as you like.

laver	écouter
parler	aider
dessiner	contribuer
visiter	organiser
arroser	jouer

- | | |
|--------------------|-----------|
| 1. <u>dessiner</u> | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Check your answers in the Appendix, Section 2: Activity 2.3.

You decide to visit your local volunteer centre. There you see pictures of volunteers on the wall. Beside them are descriptions of what they are doing. You notice that the form of the verb differs depending on the subject.

These verbs follow a pattern just like previous verbs you have studied. An example of this pattern is the verb **aimer**. The pattern is the same for all regular **-er** verbs.

Grammar Observation

Notice how the ending changes depending on who is doing the action.

aimer

(to like/love)

j'aime	vous aimez
tu aimes	nous aimons
il aime	ils aiment
elle aime	elles aiment
on aime	

As luck would have it, the co-ordinator of the centre asks you to volunteer for the centre itself. She wants to know if you'll write the descriptions for some new pictures she's just got back from the photo lab.

2.4

Look at the pictures and the sentences that follow them. Each sentence describes the kind of help that the people in each of the pictures is giving as a **bénévole**. Choose the appropriate picture and verb and then fill in the blank, using the correct form of the verb. Don't forget to follow the verb pattern shown by the example **aimer**! The first is completed as a **modèle**.

1.



dessiner

2.



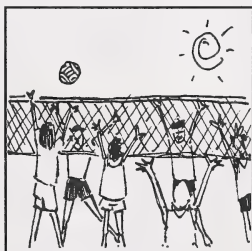
aider

3.



parler

4.



jouer

5.



organiser

6.



écouter

7.



visiter

8.



arroser

9.



contribuer

10.



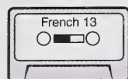
laver

1. Elle dessine un animal.
2. Elles _____ une mère avec deux enfants.
3. Il _____ avec les jeunes.
4. Nous _____ au volleyball.
5. Elles _____ des clubs.
6. Il _____ les problèmes de ses amis.
7. Vous _____ la SPCA.
8. J' _____ les fleurs de mes voisins.
9. Il _____ du temps libre.
10. Elle _____ les fenêtres pour sa grand-mère.

Check your answers in the Appendix, Section 2: Activity 2.4.

2.5

Did you know that the Volunteer Centre of Edmonton has about eight hundred different volunteer opportunities? The same is true for the centre in Calgary. Rural areas and smaller towns often have volunteer coordinating centres as well.



As you talk to the co-ordinator at the centre near you, you discover that there are many ways to volunteer. The **Clinique de sang** is one place where people can give blood and actually save lives. Listen to the announcement for a blood donor clinic on tape segment 421. As you listen, read the following paragraph and fill in the words or numbers that are missing. Feel free to look up the words you don't understand or else ask someone who speaks French to help you. Remember to listen as often as you like.

Modèle: Partagez votre vie! Donnez du sang à ceux qui en ont besoin.

Demain, la Croix Rouge* _____ quatre cliniques de sang. Ces cliniques auront lieu aux heures et aux endroits suivants:

- à l'_____ de ____ h ____ à ____ h ____
- à l'_____ général de ____ h ____ à ____ h ____
- à l'_____ Sacré-Coeur – le matin de ____ h ____ à ____ h ____
et l'après-midi de ____ h ____ à ____ h ____
- au centre Daniel Johnson de ____ h ____ à ____ h ____

*now Canadian Blood Services (**Société canadienne du sang**)



Check your answers in the Appendix, Section 2: Activity 2.5.

¹ Rick Porter and Catherine Pellerin, *À la radio* (Mississauga: Copp Clark Pitman Ltd., 1989). Reproduced by permission of Addison-Wesley Publishers.

2.6

No matter where you live you probably know someone who is a regular volunteer. There are many well-known community service organizations such as the Lion's Club, the Rotary Club, and various church groups that do volunteer work on a regular basis. In many communities you will also find community leagues, arts councils, sports organizations, and drama groups that are run on a volunteer basis.

You might also be interested to know that there are all kinds of international organizations that recruit volunteers to work in countries around the world. Some of the better known ones are Oxfam, CUSO (Canadian University Students Overseas), and Canada World Youth. You may want to research these organizations some time. Who knows; maybe you could go to live and work in a French-speaking country.

To further your investigation into volunteerism, find someone in your community who volunteers. **Qui est bénévole?** (*Who is a volunteer?*) Interview this person by asking the seven questions that follow. Two spaces have been left for you to make up questions of your own.

Oral Assignment

If you are able to find someone who speaks French, record the interview on your blank audiocassette for practice. (If you prefer, you may record the interview on a blank videocassette.) If this is not possible, conduct the interview and then record a French summary of it.

If you have a French facilitator, complete this task with him or her. Interview your facilitator and record the responses in French.

If you are registered with the Alberta Distance Learning Centre, telephone your distance-learning teacher at this point and interview him or her by telephone.

Space is provided for you to write down the answers during the interview.

1. Comment t'appelles-tu? (Comment vous appelez-vous?)

2. Quel âge est-ce que tu as? (Quel âge est-ce que vous avez?)

3. Où est-ce que tu habites? (Où est-ce que vous habitez?)



4. Où est-ce que tu es bénévole? (Où est-ce que vous êtes bénévole?)

5. Qu'est-ce que tu fais comme bénévole? (Qu'est-ce que vous faites comme bénévole?)

6. Pour combien d'heures par semaine est-ce que tu es bénévole? (Pour combien d'heures par semaine est-ce que vous êtes bénévole?)

7. Est-ce que tu aimes être bénévole? (Est-ce que vous aimez être bénévole?)

8. _____?

9. _____?

Youppi! Ça y est! Tu as fini l'Activité 2.

By now you've gained a lot of information about volunteerism, and this is knowledge that you have in French as well as English. **Bien fait!**



Activity 3: Comment trouver un job d'été (Looking for a Summer Job)



Finding a job is not the easiest thing to do, especially when you are in school or just out of school. Quite often it's hard for a young person to get a job because she or he doesn't have experience, but how does anyone get experience without being able to get a job? This won't be the situation for you if you've done some volunteer work, right? Any kind of work experience may help lead to a paying job.

3.1

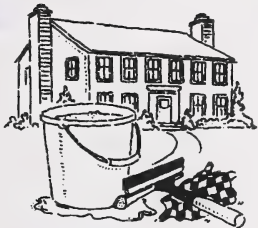
As you begin your own search for summer employment you hear an ad on the radio, **un emploi pour l'été**. Listen to tape segment 422. Human Resources Development Canada is advertising several summer jobs. Match the jobs described with the pictures from the local newspaper ad by writing the number in the correct box. The first one has been done for you.



A.



B.



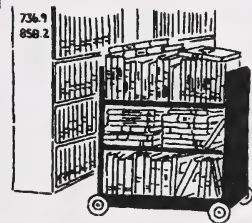
C.



D.



E.



F.



G.



H.



I.



J.



How many of these jobs do you think you could do?

Check your answers in the Appendix, Section 2: Activity 3.1.

¹ Cruchley, Golinsky, et al., *Carte Blanche* (Don Mills: Addison-Wesley Publishers, 1981). Reprinted by permission.

3.2

The summer has just begun and Marie must think about what she will do for the summer.

Cherche un job!

C'est le 30 juin et Marie rentre de l'école. Ses parents et son frère Paul sont dans la cuisine. Marie entre.

Marie: Youppi! Ça y est! Les examens sont finis! Je suis libre! J'ai deux mois de vacances. Deux mois libres! Youppi!

Paul: Pas cet été, Marie.

Marie: Pardon?

Paul: Tu as seize ans, n'est-ce pas? C'est le travail pour toi cet été! Tu vas chercher un job.

Marie regarde son père et sa mère.

Marie: Papa? Maman? C'est vrai? Je vais chercher un job?

Son père: Oui. C'est vrai.

Marie pense.

Marie: Okay. Je vais travailler. Comme ça je vais économiser de l'argent pour acheter une auto.

Sa mère: Oui, mais ce n'est pas facile à trouver un job!

Marie: Pas de problème. Je vais trouver un job demain.

Paul: Tu penses? Les jobs sont rares cet été.

Marie: Pas pour moi, Paul. Tu vas voir.

Sa mère: Marie, tu n'as pas d'expérience. Tu n'as pas de référence.

Marie: Du calme, maman. Un peu de confiance, s'il te plaît.

Son père: Mercredi tu vas aller au bureau de placement et tu vas voir que ce n'est pas si facile que ça, mademoiselle.

Le 2 juillet, Marie va au bureau de placement. Elle rentre à la maison une heure plus tard. Sa mère est dans la salle à manger.

Sa mère: Marie, je suis surprise. Tu es déjà de retour?

Marie: Oui.

Sa mère: Tu as une liste de jobs?

Marie: Non, maman.

Sa mère: Comment? Pas de liste? Pas de job?

Marie: Maman, je n'ai pas de liste, mais j'ai un job!

Sa mère: Tu as un job! Où?

Marie: Au bureau de placement! Je commence demain.

You have just told Max about Marie's experience. He finds it difficult to believe. He asks you some questions.

1. Circle **V** or **F** according to whether each one is **vrai** or **faux**.

V F a. Selon la mère de Marie trouver un job c'est difficile?

V F b. Marie va économiser pour acheter une auto?

V F c. Paul pense que les jobs sont rares?

V F d. Marie a quinze ans?

V F e. Marie trouve un job?

Check your answers in the Appendix, Section 2: Activity 3.2.

Choisis bien! Your friend Max is still in disbelief. He writes a summary of the story to show his parents. He is sure his parents won't believe it.

2. Help Max fill in the blanks. Choose from the words listed here.

au salon	une auto
au garage	à l'école
à la cuisine	au bureau de placement
un job	au bureau de poste

Quand Marie rentre de l'école, ses parents sont _____. Marie finit _____ pour deux mois. Marie va chercher _____ d'été. Le 2 juillet Marie va _____. Marie trouve un job _____.

3. What did you notice about how **aller** was used in the story?

Check your answers in the Appendix, Section 2: Activity 3.2.

Grammar Observation

Did you notice that the verb **aller** was immediately followed by another verb? This verb pattern means that the action *is going to happen* in the near future and is not happening right now. You would use this verb pattern when you want to talk about something that *is going to happen* in a few minutes, tonight, tomorrow, next weekend, or even next week. Here are two examples:

- **Je vais téléphoner à ma grand-mère ce soir.**
- **Ma grand-mère va visiter pour mon anniversaire demain.**

3.3

Bonnes vacances

Marie wants to find out what her friends are doing for the summer. She asks you “**Qu’est-ce que tu vas faire cet été?**” If you were going to be working you would answer “**Je vais travailler.**” Now she asks about other friends. Use the clues in parentheses to answer her questions about what they are going to do.

1. Qu’est-ce que Luc va faire cet été?
(chercher un job)

2. Qu’est-ce qu’Anne va faire cet été?
(être bénévole à l’hôpital)

3. Qu’est-ce que Guy et Alain vont faire cet été?
(aller au Québec)

4. Qu’est-ce que Michelle et Nicole vont faire cet été?
(travailler à l’université)

5. Qu’est-ce que tu vas faire cet été?
(Give your own personal answer.)

Check your answers in the Appendix, Section 2: Activity 3.3.

Bon! You're really catching on!

As you noticed, **aller** is an irregular verb. It doesn't follow the normal pattern for verbs ending in **-er**.

3.4

Marie wants to tell her friends about her new job, but nobody seems to be around. She is asking you where they are and what they are doing today. The first dialogue has been done for you as an example (**modèle**). Follow its pattern to complete the rest of your conversations with her.

1. • Alain
• au stade
• travailler au match de football

Marie: Où est Alain?

Toi: Il est au stade.

Marie: Qu'est-ce qu'il fait?

Toi: Il travaille au match de football.

2. • Katya
• au bureau de placement
• aider les clients

Marie: _____

Toi: _____

Marie: _____

Toi: _____

3. • Sophie
• au restaurant
• laver les tables

Marie: _____

Toi: _____

Marie: _____

Toi: _____

4. • Jean
• chez les voisins
• garder les enfants

Marie: _____

Toi: _____

Marie: _____

Toi: _____

5. • Georges
• au garage
• réparer des autos

Marie: _____

Toi: _____

Marie: _____

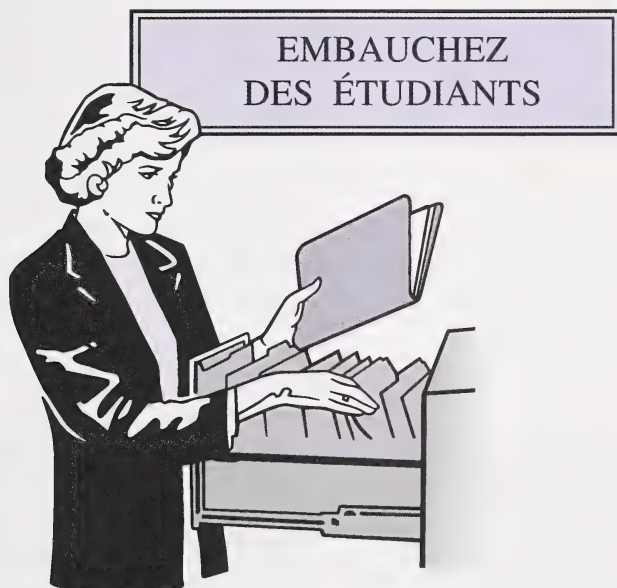
Toi: _____

Check your answers in the Appendix, Section 2: Activity 3.4.



3.5

What do you think **un bureau de placement** is? Did you figure it out from reading the conversation between Marie and her family in Activity 3.2?



As you probably guessed, **un bureau de placement** is an *employment office*. Usually it is open for service to anyone all year. There is a special employment service for students during the summer months.

Have you ever heard of *Hire-a-Student* (**Embauchez des étudiants**)?

Hire-a-Student is a program run by the government; it serves as an employment agency for students. Some Hire-a-Student offices are funded federally and others, provincially. Those that are federally funded provide services in either French or English. In provincially funded offices in Alberta, you can usually receive service in English only.

Alberta has approximately eighty **Embauchez des étudiants** offices.

1. Here is a list of most Hire-a-Student offices in Alberta and the Northwest Territories. Check off the ones that are closest to you or that you would be most likely to go to in your search for **un job**.

- | | | |
|--|---|--|
| <input type="checkbox"/> Airdrie | <input type="checkbox"/> Grande Prairie | <input type="checkbox"/> St. Albert |
| <input type="checkbox"/> Athabasca | <input type="checkbox"/> Grimshaw | <input type="checkbox"/> St. Paul |
| <input type="checkbox"/> Barrhead | <input type="checkbox"/> Hanna | <input type="checkbox"/> Sherwood Park |
| <input type="checkbox"/> Beaumont | <input type="checkbox"/> High Level | <input type="checkbox"/> Slave Lake |
| <input type="checkbox"/> Blairmore | <input type="checkbox"/> High Prairie | <input type="checkbox"/> Smoky Lake |
| <input type="checkbox"/> Bonnyville | <input type="checkbox"/> High River | <input type="checkbox"/> Spirit River |
| <input type="checkbox"/> Bow Island | <input type="checkbox"/> Innisfail | <input type="checkbox"/> Spruce Grove |
| <input type="checkbox"/> Brouck | <input type="checkbox"/> Lac La Biche | <input type="checkbox"/> Standoff |
| <input type="checkbox"/> Brooks | <input type="checkbox"/> Lacombe | <input type="checkbox"/> Stettler |
| <input type="checkbox"/> Calgary | <input type="checkbox"/> Leduc | <input type="checkbox"/> Stony Plain |
| <input type="checkbox"/> Camrose | <input type="checkbox"/> Lethbridge | <input type="checkbox"/> Strathmore |
| <input type="checkbox"/> Cardston | <input type="checkbox"/> Lloydminster | <input type="checkbox"/> Sylvan Lake |
| <input type="checkbox"/> Castor | <input type="checkbox"/> McLennan | <input type="checkbox"/> Taber |
| <input type="checkbox"/> Claresholm | <input type="checkbox"/> Medicine Hat | <input type="checkbox"/> Three Hills |
| <input type="checkbox"/> Coaldale | <input type="checkbox"/> Morinville | <input type="checkbox"/> Trochu |
| <input type="checkbox"/> Cochrane | <input type="checkbox"/> Nanton | <input type="checkbox"/> Two Hills |
| <input type="checkbox"/> Didsbury | <input type="checkbox"/> Okotoks | <input type="checkbox"/> Valleyview |
| <input type="checkbox"/> Drayton Valley | <input type="checkbox"/> Olds | <input type="checkbox"/> Vegreville |
| <input type="checkbox"/> Drumheller | <input type="checkbox"/> Peace River | <input type="checkbox"/> Vermilion |
| <input type="checkbox"/> Edmonton | <input type="checkbox"/> Picture Butte | <input type="checkbox"/> Vulcan |
| <input type="checkbox"/> Edson | <input type="checkbox"/> Pincher Creek | <input type="checkbox"/> Wainwright |
| <input type="checkbox"/> Fairview | <input type="checkbox"/> Ponoka | <input type="checkbox"/> Westlock |
| <input type="checkbox"/> Falher | <input type="checkbox"/> Provost | <input type="checkbox"/> Wetaskiwin |
| <input type="checkbox"/> Fort Macleod | <input type="checkbox"/> Red Deer | <input type="checkbox"/> Whitecourt |
| <input type="checkbox"/> Fort McMurray | <input type="checkbox"/> Rimbey | <input type="checkbox"/> Inuvik |
| <input type="checkbox"/> Fort Saskatchewan | <input type="checkbox"/> Rocky Mountain House | <input type="checkbox"/> Yellowknife |
| <input type="checkbox"/> Grand Centre | | |

Wow! Who would have thought there were so many Hire-a-Student offices around?



2. There are two places on the list that are not in the province of Alberta. Which two are they?
-
3. Many of these places have French names. Underline the ones that sound French to you. Remember that the names of French places quite often have **-ville**, **Saint**, or **-eau** in them.

Check your answers in the Appendix, Section 2: Activity 3.5.

Suppose you still haven't found a summer job. If you went to Hire-a-Student you would look for a job by reading the postings. Here is a sample of a posting that you might find:



3.6



Sometimes jobs are advertised on the radio. A sample job posting is given for you on tape segment 423. A woman is looking for a mother's helper for her toddler. Listen carefully to the details of the position and complete the statements by circling the correct words.

Modèle: On demande (une gardienne une garderie).

1. Le petit garçon de madame Malprise a (deux mois et demi deux ans et demi).
2. Madame Malprise cherche une gardienne pour (deux mois un mois).
3. Les heures de travail seront de (8 h à 16 h 8 h à 13 h).
4. Elle préfère quelqu'un qui parle (anglais français).
5. Il faut appeler le numéro (484-0080 484-0280).



Check your answers in the Appendix, Section 2: Activity 3.6.

You now have enough knowledge of job-related French vocabulary that you could actually look for a job in French.

¹ Cruchley, Golinsky, et al., *Carte Blanche* (Don Mills: Addison-Wesley Publishers, 1981). Reprinted by permission.

Follow-up Activities

If you had difficulties with the activities in this section, it is recommended that you do the Extra Help. If you have a clear understanding of the concepts and had few difficulties with the activities, it is recommended that you do the Enrichment. You may do both if you choose.

Extra Help 1

This activity will help develop your ability to describe someone’s job in French. Turn to page 91 of *Arc-en-ciel 1*. First listen to tape segment 424 and read along with the story. Then read the directions for question 1 on page 91 of your text and write your answers here. Then write the French term for each job.

Textbook question 1:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Check your answers in the Appendix, Section 2: Extra Help 1.



Extra Help 2



For this activity turn to page 92 of *Arc-en-ciel 1*. Look at the silhouette pictures in question 2 and write in French what each person does for a living. You may want to refer to page 91 of your text for help spelling the various job titles.

Textbook question 2:

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____
- h. _____
- i. _____
- j. _____
- k. _____

Check your answers in the Appendix, Section 2: Extra Help 2.

Extra Help 3



You can do this activity with a partner. It's a game that you may have played before with cards. You will need a pair of scissors to cut out each picture.

Tête-à-Tête

Directions: You will notice that there are ten sets of matching cards; one depicts a workplace and the other a utensil connected to that workplace. Cut out the twenty cards (you may wish to photocopy the page for cutting up) and place them face down on the table. The first player turns over two cards. If they are a matching pair – for instance, a doctor's bag and a hospital – that player says, "**Je suis médecin. Je travaille dans un hôpital.**" He or she then keeps that pair of cards. If they are not a pair, they must be turned back over. The second player then turns over two cards and tries to find a matching pair. The winner is the person who ends up with the most matching pairs.



You can also play the game alone to find the minimum number of turns it takes you to match all the cards. Be sure to speak out loud every time you turn up a matching pair.



Check your answers in the Appendix, Section 2: Extra Help 3.

¹ Ann Miller and Liz Roselman, *Arc-en-ciel Stage 1: Repromasters* (London: Mary Glasgow Publications Ltd., 1988). Reprinted by permission.



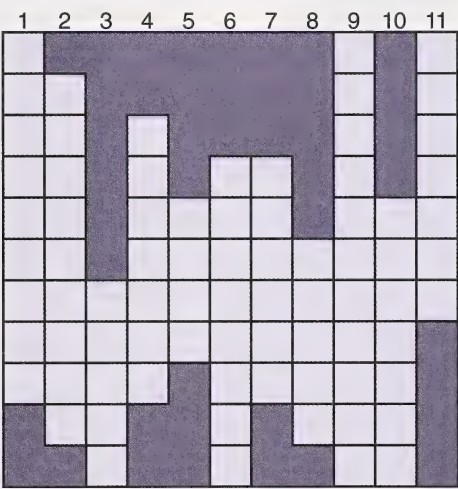
Enrichment 1



Before you begin writing answers in this activity, you will need to read the short conversation about Jean-Luc on page 93 of *Arc-en-ciel 1*. This conversation has new vocabulary that you will need for your answers in the **mot caché** that follows.

The titles of twelve jobs or places of work are to be found in the grid below. Work out the clues and write the answers for eleven of them in the correct vertical column of the grid. But what is the twelfth job?

- 1. Elle travaille dans un salon de coiffure.
- 2. Il travaille dans son taxi.
- 3. Un professeur travaille ici.
- 4. Un acteur travaille ici.
- 5. Un serveur travaille ici.
- 6. Michael Jackson est _____.
- 7. Une secrétaire travaille ici.
- 8. Un ouvrier travaille ici.
- 9. Une caissière travaille ici.
- 10. Elle travaille dans un hôpital.
- 11. Il ne travaille pas.
- 12. _____



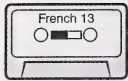
Can you find the answer to 12?

Check your answers in the Appendix, Section 2: Enrichment 1.



¹ Ann Miller and Liz Roselman, *Arc-en-ciel Stage 1: Repromasters* (London: Mary Glasgow Publications Ltd., 1988). Reprinted by permission.

Enrichment 2



To complete this activity you will listen to tape segment 425 and do question 3 on page 92 of your text. The conversation contains a lot of information, and so you will probably need to listen to it several times before writing the answers. It's a good idea to listen to it at least three times:

- First, play the tape and listen for the name of the character and the relatives that are mentioned.
- Then play the tape again and listen for the jobs these relatives do, choosing from the list of jobs and workplaces in *Arc-en-ciel 1*.
- Finally, play the tape one last time in order to catch any information you may have missed.

Write about each of the ten people using the following model. The names that begin the first sentence of your answers are provided; however, the information given to you on the tape is not given in the same order as the names that are listed here. The first one has been done for you as **un modèle** (*example*).

Textbook question 3:

- a. Madame Jacobs

Madame Jacobs est caissière.

Elle travaille dans un supermarché.

- b. Monsieur Jacobs

- c. Madame Lassègue

- d. Monsieur Thireau

e. Monsieur Thireau

f. Monsieur Tedjini

g. Madame Tedjini

h. Abdel Tedjini

i. Monsieur Civardi

j. Madame Civardi

Check your answers in the Appendix, Section 2: Enrichment 2.

Conclusion

Félicitations!

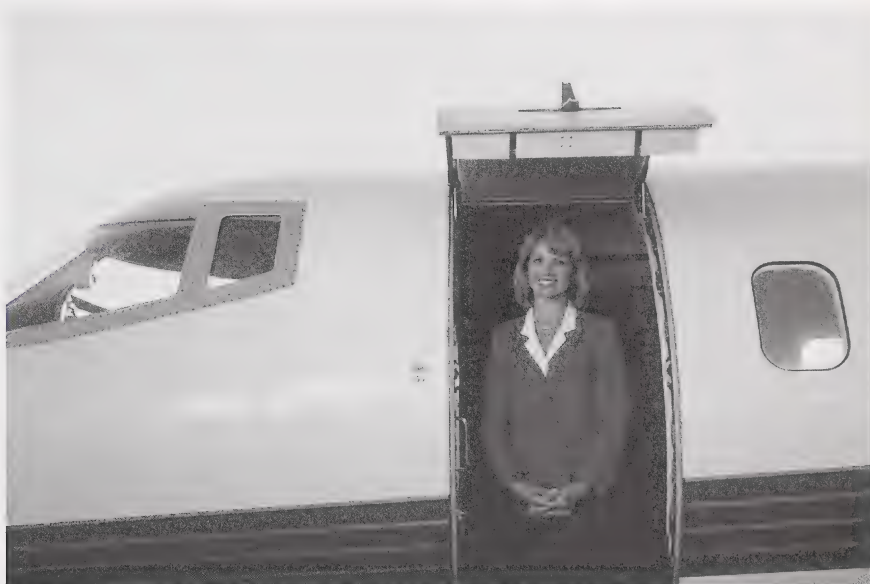
The information you have learned in this section is related to occupations. Unless you win a lottery, you will probably have to work for a living. It's hoped that this section will have made you think about the career opportunities that fit with your own personal interests and abilities. The material you have learned may even help you get a summer job in a French-speaking community.

Now turn to your Assignment Booklet 4A
and complete the assignment for Module 4: Section 2.

Section

3

Le transport (Transportation)



So far you have learned in French about places and the people that work in your own community. How do you get to school or to work? Do you travel on foot, by car, or skateboard? In this section you will learn about how to get to places in your community, town, province – or even beyond. When you travel outside your community or even to foreign countries, you may have to travel by plane, train, or automobile. Have you, by chance, seen the movie about travelling called *Planes, Trains, and Automobiles*? It's hoped that your experiences with travel won't ever be as frustrating as those in the movie. Later in this section you will have the opportunity to think about buying the car of your dreams. Climb aboard so you can start learning in French about travelling and transport.

Activity 1: Partout dans ta communauté (In and Around Your Community)

If you live close to the services that you need, you can probably walk or ride your bike to them. If you live far away, you must use a car, truck, or bus to get you there.

1.1



The Deschamps family is being watched by Inspector Lagarde. The story you are about to read at the top of page 121 of *Arc-en-ciel 1* shows where the Deschamps go and how they get there.

1. After you read the story, decide if the diagram shown in question 6 on page 121 is an accurate account of the Deschamps' movements. If it isn't, explain what changes Inspector Lagarde would have to make in order to give an accurate report to the station.

Check your answer in the Appendix, Section 3: Activity 1.1.

What are the two methods of travel that the Deschamps used? One is mentioned in the story. The other is not specifically named, but should be obvious.

The Deschamps travelled **en voiture et à pied**. That means they travelled *by automobile and on foot*.

Très bien!



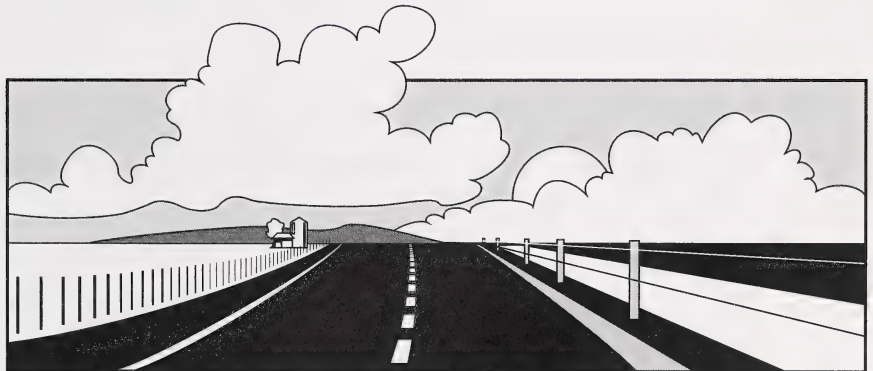
Do you know another word for **voiture** in French?

Auto is another word for **voiture**.

2. Did you notice all of the **-er** verbs in the story about the Deschamps? List them here. There are seven in total.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____

Check your answers in the Appendix, Section 3: Activity 1.1.



1.2



After the story of the Deschamps on page 121 of your text, there is a similar story about the Vincent family. Read the story and then draw a diagram of the movements of the Vincents.



Check your answer in the Appendix, Section 3: Activity 1.2.

In this story, the Vincent family travelled by three means: **à pied**, **en voiture**, and what was the third way?

The third means of transportation was **en autobus**.

Place a ✓ in the box if you have ever travelled **à pied**, **en voiture**, and **en autobus**, all on the same day. ☐



1.3

Today there are many ways to travel around. You are interested in learning how to say more of them.

The local paper has a word game in it for you to try. Pretend you're a detective and follow the arrows to eventually spell a word. Each word you discover is the French expression for a particular means of transportation. If you have ever used that method of transportation, circle it after you write it down.

I	Y	L	M	R ³	P ⁹
⁴ B	C	E	O	T	E
A	N	I ⁵	T	B	D
U	O	⁷ A	R	¹ A ¹⁰	T
V	I	V	E	S	E
⁶ C	A	M ⁸	B	A	T

1. (A) ← _ ↖ _ ↑ _

2. (A) ← _ ↖ _ ↑ _ ↘ _ ↓ _ ↓ _

3. (M) ↓ _ ← _ ↑ _ ↗ _

4. (B) ↑ _ ↘ _ ↑ _ ↓ _ ↗ _ ↓ _ ↘ _ ↗ _ → _

5. (T) ↓ _ ← _ ↑ _ ← _

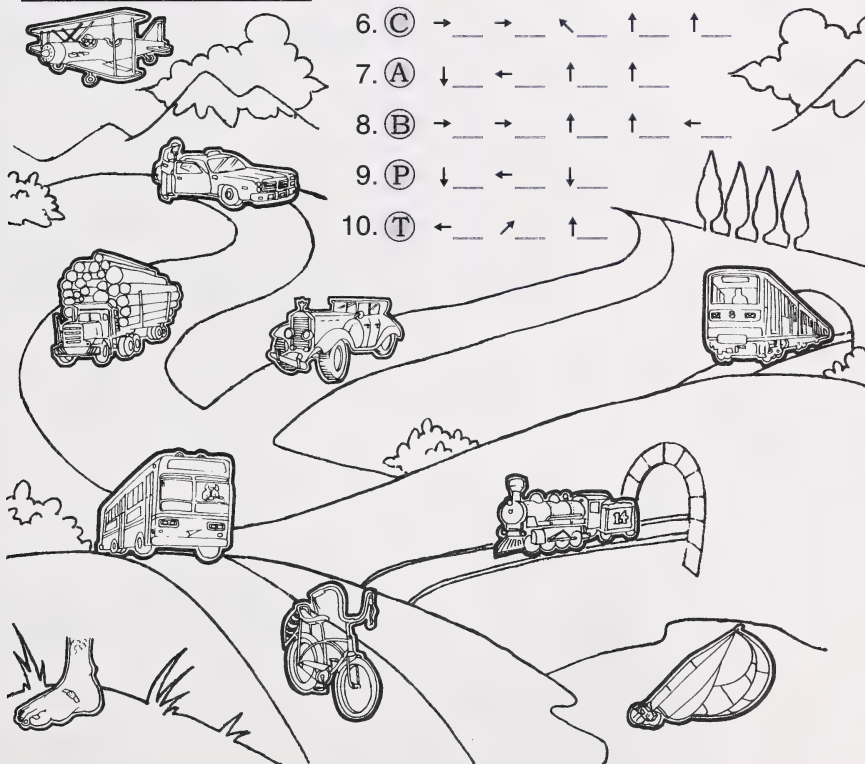
6. (C) → _ → _ ↖ _ ↑ _ ↑ _

7. (A) ↓ _ ← _ ↑ _ ↑ _

8. (B) → _ → _ ↑ _ ↑ _ ← _

9. (P) ↓ _ ← _ ↓ _

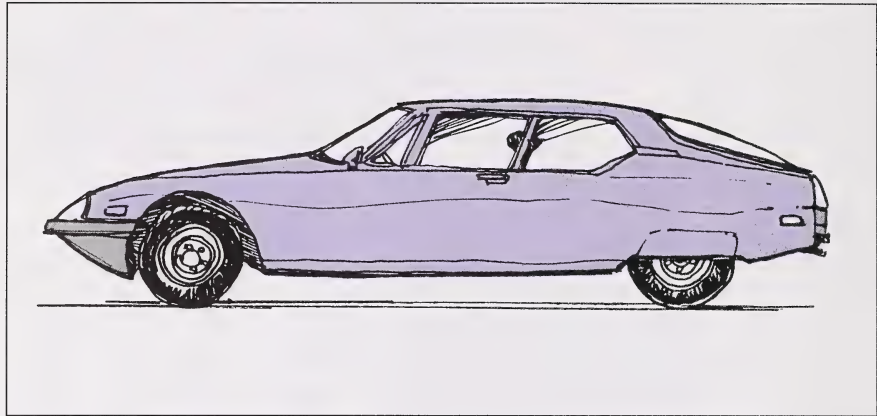
10. (T) ← _ ↗ _ ↑ _



Check your answers in the Appendix, Section 3: Activity 1.3.

¹ Cruchley, Golinsky, et al., *Carte Blanche* (Don Mills: Addison-Wesley Publishers, 1981). Reprinted by permission.

What do you think about the car pictured here? France is one of the major automobile-exporting countries in the world. Think of some of the cars that are manufactured in France.



Renault, Peugeot, and Citroën are well-known brand names of cars made in France.

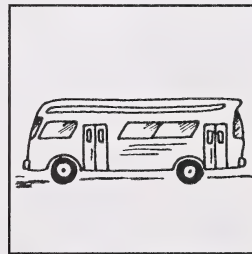
1.4

In our society the car is seen as both a status symbol and a practical means of getting around. For these reasons many people hope to own a car some day. However, because of pollution, the depletion of fossil fuels, the high costs of buying a car, and the cost of insurance, many people are quite willing to travel using other methods. In fact, quite a few people make a strong effort to use public transportation wherever possible, thus reducing pollution and traffic congestion.

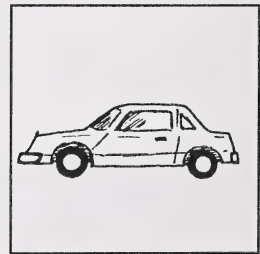
Which method of travel do you use most often to go to school, to work, or to the store, arena, or library? Place a ✓ beside the method or vehicle you use regularly.



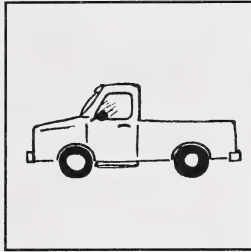
☐ à pied



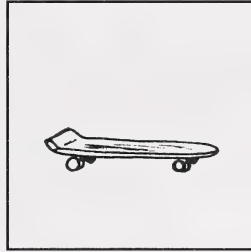
☐ en autobus



☐ en auto



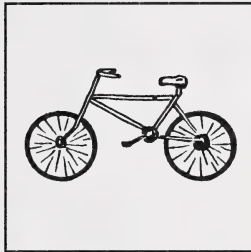
☐ en camion



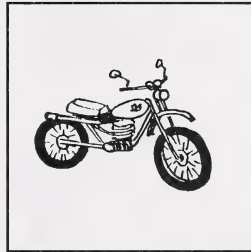
☐ à planche à roulettes



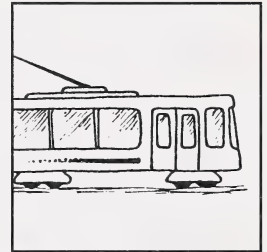
☐ en taxi



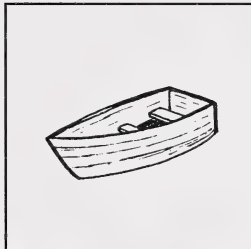
☐ à bicyclette



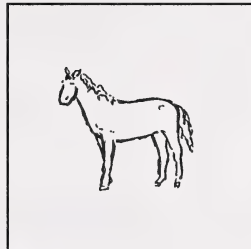
☐ à motocyclette



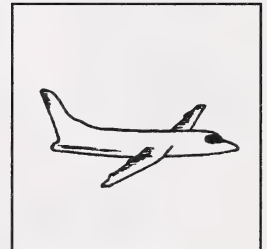
☐ en métro



☐ en bateau



☐ à cheval



☐ en avion



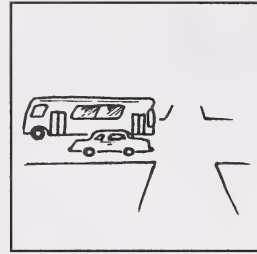
☐ par train

1.5

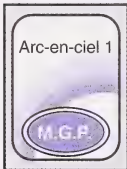
How many times have you been stopped by someone who is lost and needs directions? *Directions* – that's the key word here. In this activity, you will be introduced to **two** expressions of directions. You've heard these directions before in Module 1. The pictures here will help you remember what they mean.



L'autobus est *en face* de l'auto.



L'autobus est *à côté* de l'auto.



Philippe has lived in his town ever since he was born, so he is particularly good at giving directions to get around it. Listen to him give directions to various places on tape segment 426, and look at the map in question 3 on page 154 of your text. Listen to the tape once and write the numbers of the **five** places in the order Philippe gives them. Then, listen to the tape again, and write the name of each place beside the number.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Check your answers in the Appendix, Section 3: Activity 1.5.

What word did Philippe use instead of the verb **aller** to mean *to go*?

He used the word **descendez**. It means *to descend* or *to go down* a street or avenue.

1.6

Do you think you can give directions as well as Philippe? Sure you can.

Look at the same map from question 3 on page 154 of *Arc-en-ciel 1*. Now it's your turn to give directions to Philippe to get from one place to another. Here is an example of what is expected of you:



Philippe: **Comment est ce que je vais de la piscine au château?**

Toi: **Pour aller au château, descendez l'avenue Gambetta jusqu'à l'avenue de la Paix. Descendez l'avenue de la Paix. Le château est à côté du café.**

1. Philippe: Comment est-ce que je vais du château au cinéma?

Toi: _____

2. Philippe: Comment est-ce que je vais du cinéma à la piscine?

Toi: _____

Check your answers in the Appendix, Section 3: Activity 1.6.

1.7

Vocabulary Flash!

• à côté de	<i>beside</i>
• à droite	<i>to the right</i>
• à gauche	<i>to the left</i>
• en face de	<i>across from</i>
• au coin	<i>at the corner</i>
• jusqu'à (au)	<i>up to, until</i>
• descendre	<i>to go down</i>
• monter	<i>to go up</i>
• suivre	<i>to follow</i>
• traverser	<i>to cross</i>
• tourner	<i>to turn</i>
• tout droit	<i>straight</i>

Giving directions is really becoming your **point fort**!

Here are three more expressions about directions. You need to know them in order to tell someone how to turn or go straight ahead to get wherever he or she is going.

à droite 

à gauche 

tout droit 

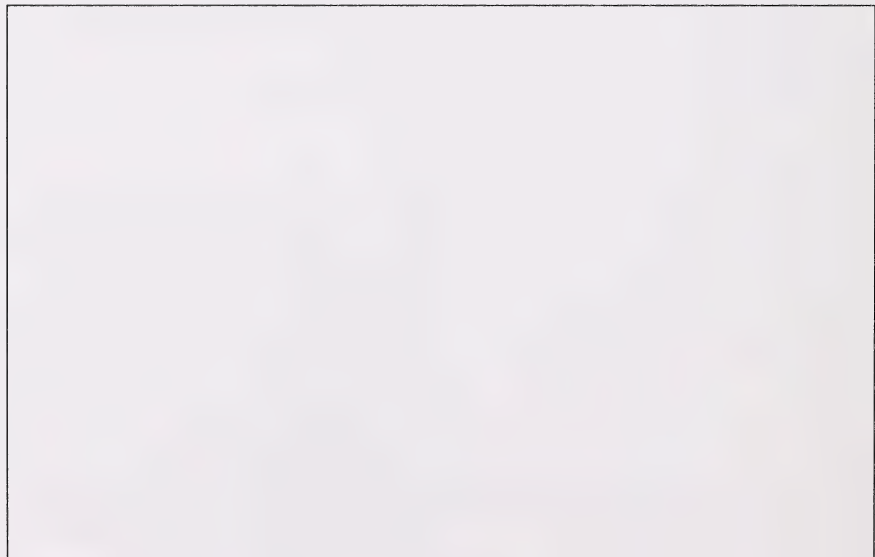
Your cousin from out of town has just bought a new car. She is giving you a ride to school, but she doesn't know how to get there. You have to give her directions.

First, sketch a map of the route that you take from your home to your school. Make sure you point out three landmarks along the route to help her find the way. Then, using your map, record the directions on your blank audiocassette. (If you prefer, you may record the directions on a blank videocassette.)

If you have a partner, get him or her to draw a map by following your directions from the tape. If he or she draws the map perfectly, then your directions are exact!

If you don't have a partner, come back to this activity tomorrow, and use the directions you recorded to draw a map yourself. Were your directions as clear as you intended?

Draw the map here.



Sensationnel!

Your transportation-related vocabulary is really coming along! The next activity will give you some new words for discussing travel outside your own community.

Activity 2: Aller et retour de ta communauté
(To and From Your Community)

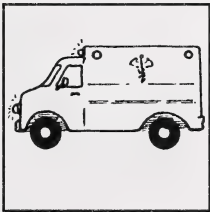
The way you get around within your own community can be quite different from the way you travel between communities, cities, countries, or continents. For example, it would be unusual, not to mention impractical, for you to take a plane or a helicopter to get to school.

2.1

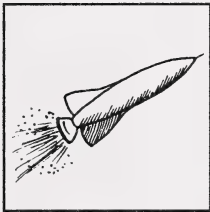


On tape segment 427 you will be given information about various methods of transportation that you are about to undertake. You may be told the destination but you will not be told how you're going to get there. Use the clues you're given to determine which method of transportation you'll be using. Remember that some of these transportation methods would only be used in special circumstances. Place a ✓ in the corner of each picture as you hear information about it.

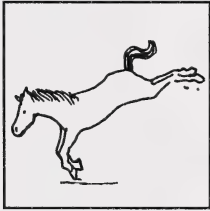
1.



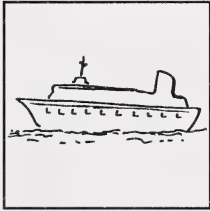
2.



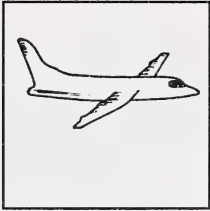
3.



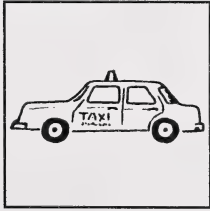
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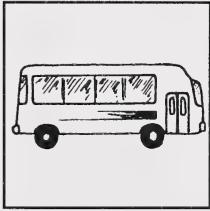
5.

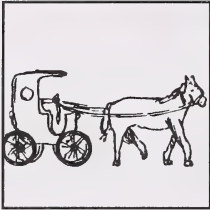
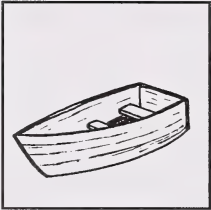



6.



7.



8. 
9. 
10. 

Check your answers in the Appendix, Section 3: Activity 2.1

2.2

When it comes to trains, France is advanced technologically. Do you know the name of the high-speed trains used in France? Its acronym, **TGV**, means **Train à Grande Vitesse**. This train travels about 260 km/h!



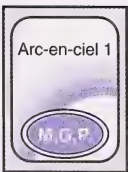
Another means of transportation similar to a train is a *subway*, or **métro**. Both Edmonton and Calgary have versions of a **métro**. What are they called?

They are both called LRTs (Light Rail Transit). The **métro** in Paris is very different. Because of the huge population of Paris, the rapid transit system is much faster and more extensive than the LRTs in Alberta.

After taking this course, you will no doubt be eager to travel to a French-speaking place so you can practise your French. But why wait until the end of the course? Travel to Paris right now and see if you can get around on the **métro**!

Turn to page 147 of *Arc-en-ciel 1* where you will find a map of the Paris métro. On tape segment 428 you will hear a conversation between Sophie's grandfather and several of Sophie's friends. They are asking him for directions about how to get around Paris **en métro**. Several times in this conversation you will hear the expressions **on voudrait** and **je voudrais**. This is a very polite form of asking for something. It means *we would like* and *I would like* respectively. Listen to tape segment 428 as often as you need; then answer question 3 from page 147 of the textbook.

Please note that on the tape numbers 1 and 2 have been reversed.



Textbook question 3:

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Check your answers in the Appendix, Section 3: Activity 2.2.

Travelling can be a lot of fun. Once you’ve decided where you want to go, you have to decide how you’re going to get there. What are some of the factors that determine which mode of transportation you take?

Here are some factors to take into consideration:

- time – how long it takes
- money – price of a ticket
- phobias – fear of being in a plane, for example
- availability – access to an airport from your community, for example
- weather/seasons – impossibility of travelling by snowmobile in the summer

Can you think of any other factors that might affect the method of transportation you would take?

Check your answer in the Appendix, Section 3: Activity 2.2.

2.3

Thomas and Sylvie love to travel. The map to the right shows three trips they’re going to make. A list of possible methods of transportation they could use is given for each trip. Number them from the fastest and most convenient method to the slowest and least convenient, beginning with 1.



1. Ils voyagent de Calgary à Edmonton.

_____ en auto _____ à bicyclette _____ à pied
 _____ en autobus _____ à moto _____ en avion

2. Ils voyagent de Vancouver à Hawaii.

_____ en avion
 _____ en bateau

3. Ils voyagent de Fort McMurray à Fort Chipewyan.

_____ en canoë _____ en bateau
 _____ en avion _____ en hélicoptère

Did you know there isn't an all-weather road to get to Fort Chipewyan? You can get there **en motoneige** in the winter, though. Depending on conditions, a winter road may be open for a time during winter.

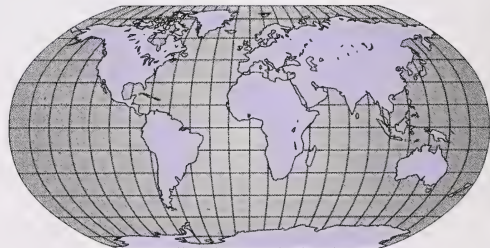
4. a. Write about a trip you've taken by filling in the blanks.

Je voyage de _____ à _____.

- b. What were all the possible travel methods for that trip?

Check your answers in the Appendix, Section 3: Activity 2.3.

Why do people travel? Are you interested in travelling?
 What are your reasons for wanting to travel?



Are these some of your reasons?

- to see new places
- to meet new people
- to visit family or friends
- to learn about different cultures
- to learn a new language
- to practise the French you've learned in French 13

Chances are you've done more travelling around Alberta and Canada than you have outside the country.

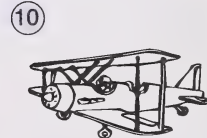
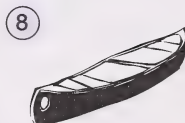


2.4

Denise Lavoix is travelling across Canada for her summer holidays. Take a look at her route on the following page. She begins in Vancouver and finishes in St. John's. Describe her route in complete sentences, paying particular attention to the method of transportation she uses for each stage. The first one is done for you as **un modèle** (*example*).

1. *Elle voyage de Vancouver à Calgary en autobus.*
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Check your answers in the Appendix, Section 3: Activity 2.4.



Not many people have the chance to travel across Canada like Denise. Place a ✓ in the box if you’ve ever been to a place that fits into the following categories:

- ☐ another town in Alberta
- ☐ another province in Canada
- ☐ at least one of the three territories
- ☐ another country
- ☐ another continent

2.5

Regardless of how or where you travel, you must obey traffic signs. To do this activity, you need to know what **on peut** means. **On peut** has several meanings. They are

- | | |
|--------------|----------------------|
| • we can | • we are able to |
| • one can | • one is able to |
| • people can | • people are able to |



Turn to page 141 of your textbook and read the directions for question 2. By looking at the signs, can you tell which activities are allowed and which are not? Write the letter and wording of each speech bubble next to the number of the matching picture. The first one is completed as an example (**modèle**).

Textbook question 2:

- 1. *B On ne peut pas entrer avec un chien.* _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____

Check your answers in the Appendix, Section 3: Activity 2.5.

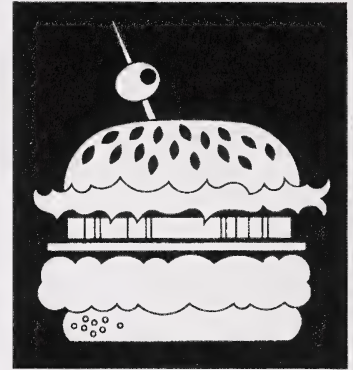
2.6

Did you figure out the difference between **On peut ...** and **On ne peut pas ...**?

What did you notice about the placement of **ne** and **pas** in relation to the verb? Do you remember it being referred to earlier as a *verb sandwich*?

You can put **ne** and **pas** around any verb. When you do this, you are saying that you're *not* doing that particular action.

By using **ne** and **pas** you can talk about how you do *not* travel as well as how you do. Look at the following questions. In question 1, state the different ways in which you usually travel. In question 2, state the ways in which you don't normally travel. Each has an example (**modèle**) for you to follow.



1. a. Je voyage en chaise roulante.
 b. _____
 c. _____
 d. _____
 e. _____
2. a. Je ne voyage pas en fusée.
 b. _____
 c. _____
 d. _____
 e. _____

Check your answers in the Appendix, Section 3: Activity 2.6.

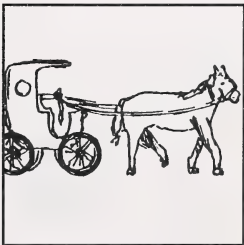
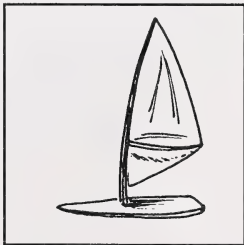
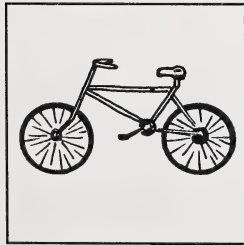
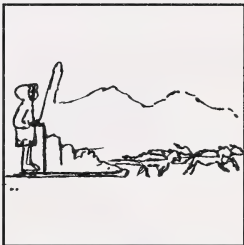
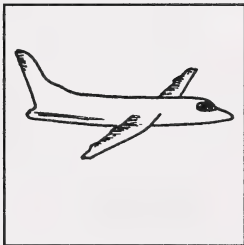
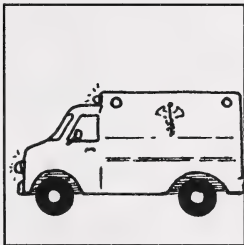
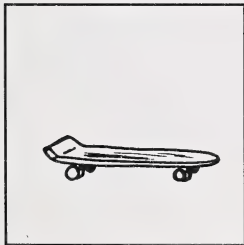
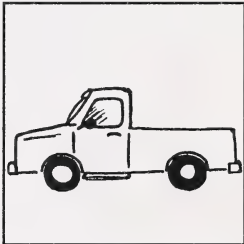
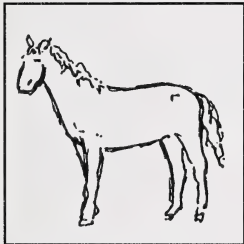
This activity has taught you how to describe many more methods of travel. It has given you more practice asking for and giving directions and also provided you with ways to say that you can or cannot do something in French. At this point you shouldn't have any problems getting around in a French-speaking town!

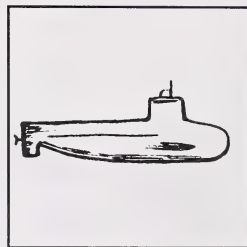
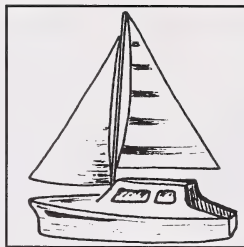
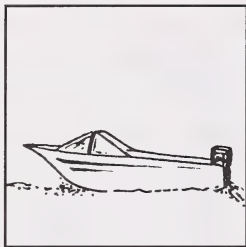
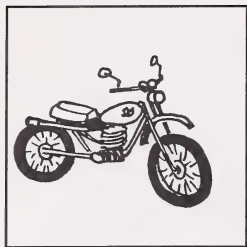
Activity 3: Acheter et vendre des véhicules
(Buying and Selling Vehicles)

Buying a vehicle is a major purchase. A new one always costs more than a second-hand one. Expenses like fuel, maintenance, and insurance must also be taken into account. Other factors to consider are environmental because, as you probably know, cars contribute to both noise and air pollution. They also use up valuable, irreplaceable fossil fuels and in many cities traffic congestion is such a problem that traffic jams last for hours. Because this pollution harms plants and animals as well as human beings, many people choose methods of transportation that create the least pollution possible.

3.1

Here are some pictures of various modes of transportation. Put a ✓ on those that you think are least harmful to the environment and an ✗ on the ones you think produce the most pollution.





Check your answers in the Appendix, Section 3: Activity 3.1.

There seem to be a few ways to travel that don't cause very much harm to the environment. Do you try to travel by ways that produce less pollution?

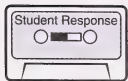
3.2

During your lifetime, you will probably own or use only a few of the vehicles in the preceding pictures.

1. If you could afford any of those vehicles, which ones would you like to have? Before you begin your answer, remember that to say *I would like ...* you say **Je voudrais....**

Begin your sentence with **Je voudrais un/une ...** and the name of the vehicle.

2. Which vehicles do you not want to have? Begin your response with **Je ne voudrais pas de ...** and the name of the vehicle.



Oral Task: Discuss your answers with your partner if you have one. If you don't have a partner, discuss your likes and dislikes with your French facilitator. If you are a student of the Alberta Distance Learning Centre, discuss your likes and dislikes with your distance-learning teacher when you telephone during Activity 3.4.

Grammar Observation

What happened to the **une** and the **un** in your second sentence – when you said what you would *not* like? When you use **ne pas**, you must eliminate **un** or **une** and replace it with **de**.

Modèles:

phrases affirmatives

Je voudrais **une** moto.
 Tu as **un** stylos?
 Tu veux **une** orangeade.
 Elle veut **de la** salade.
 Il a **des** disques?

phrases négatives

Je **ne** voudrais **pas de** moto.
 Je **n'ai pas de** stylo.
 Tu **ne** veux **pas d'**orangeade.
 Elle **ne** veut **pas de** salade.
 Il **n'a pas de** disques.

Use **de** or **d'** in a negative sentence to replace **un**, **une**, **de la**, **de l'**, **du**, or **des**.

3.3

Wanting something, then changing your mind and not wanting that same thing seems to be something everybody does. That's why we enjoy buying and selling things.

If you want to buy or sell a vehicle, you look under the section **Transport et Véhicules Automobiles** in the **Annonces classées** or **Petites annonces** of a French newspaper.

Imagine you are looking to buy a car. Here are a few of the things that you have to consider. Look up the words in the Glossary if you are unsure of their meanings.

- | | |
|------------------|----------------|
| • la marque | • le prix |
| • l'année | • la couleur |
| • le modèle | • les options |
| • le kilométrage | • les portes |
| • la condition | • les vitesses |

Here are some vehicles for sale in **le journal de semaine**. Fill in the blanks with the information provided. Some of the information in **le journal** has been abbreviated.

1.

Autos
Toyota Supra 83, 5 vit., 147 000 km, Mags, noire, 4 300 \$. 555-4008

marque	
modèle	
année	
kilométrage	
vitesses	
couleur	
prix	
options	

2.

Autos
Porsche '89 Carrera 911, convertible, blanche et noire, 19 000 km, comme neuve, prix: 62 000 \$, 555-7390 après 18 h.

marque	
modèle	
année	
kilomètres	
couleur	
prix	
condition	

3.

Autos
BMW rouge, 87, excellente condition, 5 vit., 555-6348

marque	
année	
vitesses	
couleur	
condition	

4.

Autos

Firebird 87, 55 000 km,
10 000 \$. 555-7570

marque	
année	
kilométrage	
prix	
téléphone	

5.

Bicyclettes

Bicyclette de compétition
Limongi, 12 vit., valeur
2 500 \$, prix à discuter.
555-9355.

marque	
vitesses	
prix	

6.

Motocyclettes

Nighthawk 750 S, '84,
bleue, superbe condition,
toute originale, 1 900 \$,
555-2043.

marque	
modèle	
année	
couleur	
condition	
prix	

7.

Planches à voile

Bic/Dufour 180 I, voile 6 m,
excellente condition,
350 \$. 555-1453 après
18 h.

marque	
modèle	
condition	
prix	

Check your answers in the Appendix, Section 3: Activity 3.3.

Did you notice that the **couleurs** you wrote for questions 1, 2, 4, and 6 were all written in the feminine form?

Why? _____

Since **autos**, **bicyclettes**, and **motocyclettes** are all objects that are feminine, the **couleurs** that you use to describe them must be in the feminine form as well.

3.4

Quite often when you look in the paper or on bulletin boards, you may find things that you know your family and friends would like.

One day **au supermarché**, you and Jeannette see some **annonces sur le babillard**. You realize that there are some things that your friends are looking for. When Jeannette gets home she calls her friend Guy about this ad:

À Vendre

Motocyclette Yamaha – une Supra, bonne condition, 999 \$.

Téléphoner à David Harleyson, 673-3796, après 17 h.



Listen to their conversation on tape segment 429. As you listen to the tape, read along with the conversation.

Guy: Allô!

Jeannette: Allô, Guy. C'est Jeannette.

Guy: Salut! Comment ça va?

Jeannette: Très bien! Écoute, il y a une moto à vendre!

Guy: Pas vrai! Quelle marque?

Jeannette: Une Yamaha.

Guy: Ah, bon! En quelle condition?

Jeannette: En bonne condition.

Guy: Ça coûte combien?

Jeannette: 999 \$.

Guy: Magnifique! À qui est-ce que je dois téléphoner?

Jeannette: À David Harleyson.

Guy: C'est quel numéro?

Jeannette: C'est le 673-3796.

Guy: Bon! Tu es sensass! Merci!

Jeannette: De rien!

Oral Assignment

You see three notices on the bulletin board that will interest three different friends of yours. You call each one to tell them about the ads. Use tape segment 429 and the previous dialogue as your model. Take on Jeannette's role and replace the underlined words with the information appropriate to each notice and person. If you have a partner, role-play the dialogues together. You call to tell him or her about the ad you saw.

If you don't have a partner, practise the dialogues and record them on your Student Response audiocassette, playing each role yourself by changing your voice for each person. (If you prefer, you may record your dialogues on a blank videocassette.)

If you have a French facilitator, discuss the ads and the dialogues with him or her. If you are a student of the Alberta Distance Learning Centre, practise the dialogues on your blank tape and be prepared to discuss the ads and the dialogues. Telephone the ADLC at this point and ask to speak to a French teacher.

À Vendre

Bicyclette de femme Peugeot, 10 vitesses, excellente condition, 175 \$. Téléphoner à Pierrette La Tour, 555-6748.

À Vendre

Planche à surfing—une Adagio, en excellente condition, 150 \$. Téléphone: 555-4950. Demander Tom Maillot.

À Vendre

*Planche à roulettes Crash-vite. Bonne condition. 25 \$.
Contacter Richard Rapideau, hôpital St-Agathe,
chambre 14, 555-3948.*

1. Brigitte: Elle désire une bicyclette.
2. Robert: Il veut acheter une planche à surfing pour ses vacances.
3. Chantal: Elle voudrait une planche à roulettes pour aller à l'école.

Check your answers in the Appendix, Section 3: Activity 3.4.

No doubt your friends have appreciated your phone calls to help them find what they're looking for.



3.5

Well, today is your lucky day too. Your **tante Françoise** has just won the lottery. Instead of giving you money, she is going to buy you the vehicle of your dreams. She insists that you write a description of what you would like. To do this, you may want to review the list of considerations about cars from Activity 3.3 and **les annonces** from **le journal**. You should include a minimum of seven details.













If you have a partner, describe your dream vehicles to each other.

Follow-up Activities

If you had difficulties with the activities in this section, it is recommended that you do the Extra Help. If you have a clear understanding of the concepts and had few difficulties with the activities, it is recommended that you do the Enrichment. You may do both if you choose.

Extra Help 1

This activity will help you practise writing the names of different vehicles, or means of transportation, in French. There are two parts to this activity. First, you must unscramble the word in the circle and write it in the space provided. Then write the number of the matching illustration in the circle beside the word. The first one has been done for you as an example (**modèle**).

1.	<div style="border: 1px solid black; border-radius: 50%; padding: 5px; display: inline-block; text-align: center;">M N A I C O</div>	_____ <i>camion</i> _____	<div style="border: 1px solid black; border-radius: 50%; padding: 5px; display: inline-block; text-align: center;">4</div>		1
2.	<div style="border: 1px solid black; border-radius: 50%; padding: 5px; display: inline-block; text-align: center;">W A A Y R T</div>	_____	<div style="border: 1px solid black; border-radius: 50%; padding: 5px; display: inline-block; text-align: center;"> </div>		2
3.	<div style="border: 1px solid black; border-radius: 50%; padding: 5px; display: inline-block; text-align: center;">T A N I R</div>	_____	<div style="border: 1px solid black; border-radius: 50%; padding: 5px; display: inline-block; text-align: center;"> </div>		3
4.	<div style="border: 1px solid black; border-radius: 50%; padding: 5px; display: inline-block; text-align: center;">U A E T B A</div>	_____	<div style="border: 1px solid black; border-radius: 50%; padding: 5px; display: inline-block; text-align: center;"> </div>		4
5.	<div style="border: 1px solid black; border-radius: 50%; padding: 5px; display: inline-block; text-align: center;">V I A N O</div>	_____	<div style="border: 1px solid black; border-radius: 50%; padding: 5px; display: inline-block; text-align: center;"> </div>		5
6.	<div style="border: 1px solid black; border-radius: 50%; padding: 5px; display: inline-block; text-align: center;">B S U T A O</div>	_____	<div style="border: 1px solid black; border-radius: 50%; padding: 5px; display: inline-block; text-align: center;"> </div>		6
7.	<div style="border: 1px solid black; border-radius: 50%; padding: 5px; display: inline-block; text-align: center;">O T O M</div>	_____	<div style="border: 1px solid black; border-radius: 50%; padding: 5px; display: inline-block; text-align: center;"> </div>		7
8.	<div style="border: 1px solid black; border-radius: 50%; padding: 5px; display: inline-block; text-align: center;">T X I A I</div>	_____	<div style="border: 1px solid black; border-radius: 50%; padding: 5px; display: inline-block; text-align: center;"> </div>		8
9.	<div style="border: 1px solid black; border-radius: 50%; padding: 5px; display: inline-block; text-align: center;">H E È A L C C</div>	_____	<div style="border: 1px solid black; border-radius: 50%; padding: 5px; display: inline-block; text-align: center;"> </div>		9
10.	<div style="border: 1px solid black; border-radius: 50%; padding: 5px; display: inline-block; text-align: center;">E B T I C Y T L E C</div>	_____	<div style="border: 1px solid black; border-radius: 50%; padding: 5px; display: inline-block; text-align: center;"> </div>		10

Check your answers in the Appendix, Section 3: Extra Help 1.

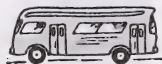
¹ Cruchley, Golinsky, et al., *Carte Blanche* (Don Mills: Addison-Wesley Publishers, 1981). Reprinted by permission.

Extra Help 2

Les moyens de transport

Look at the pictures surrounding this crossword puzzle. They each represent a different form of transportation. Identify what each one is called and write the answer in the appropriate space.

1.



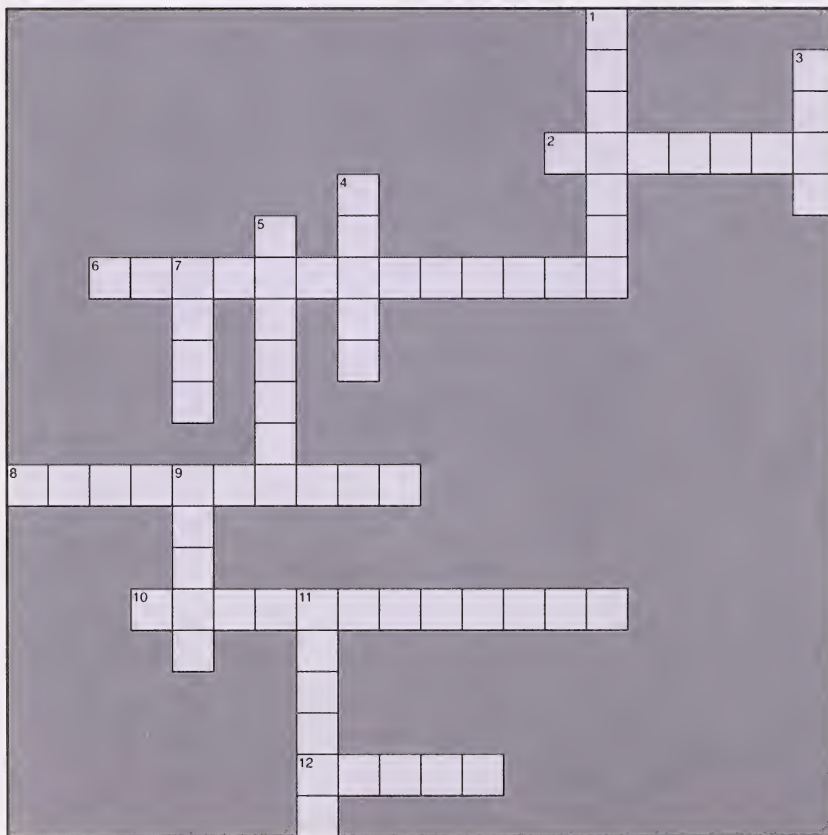
2.



3.



4.



5.



6.



7.



12.



11.



10.



9.



8.



Check your answers in the Appendix, Section 3: Extra Help 2.

MONTEZ

AVENUE BICYCLETTE

AVENUE FUSÉE

AVENUE AMBULANCE

AVENUE SOUS-MARIN

AVENUE CALÈCHE

RUE CHEVAL

RUE TAXI

RUE FUSÉE

RUE AMBULANCE

RUE SOUS-MARIN

RUE CALÈCHE

BOULEVARD SOUS-MARIN

BOULEVARD BICYCLETTE

BOULEVARD AMBULANCE

BOULEVARD FUSÉE

BOULEVARD HÉLICOPTÈRE

AVENUE PLANCHE À ROULETTES

AVENUE CALÈCHE

AVENUE CHEVAL

RUE CHEVAL

RUE TAXI

RUE FUSÉE

RUE AMBULANCE

RUE SOUS-MARIN

RUE CALÈCHE

BOULEVARD SOUS-MARIN

BOULEVARD BICYCLETTE

BOULEVARD AMBULANCE

BOULEVARD FUSÉE

BOULEVARD HÉLICOPTÈRE

DESCENDEZ

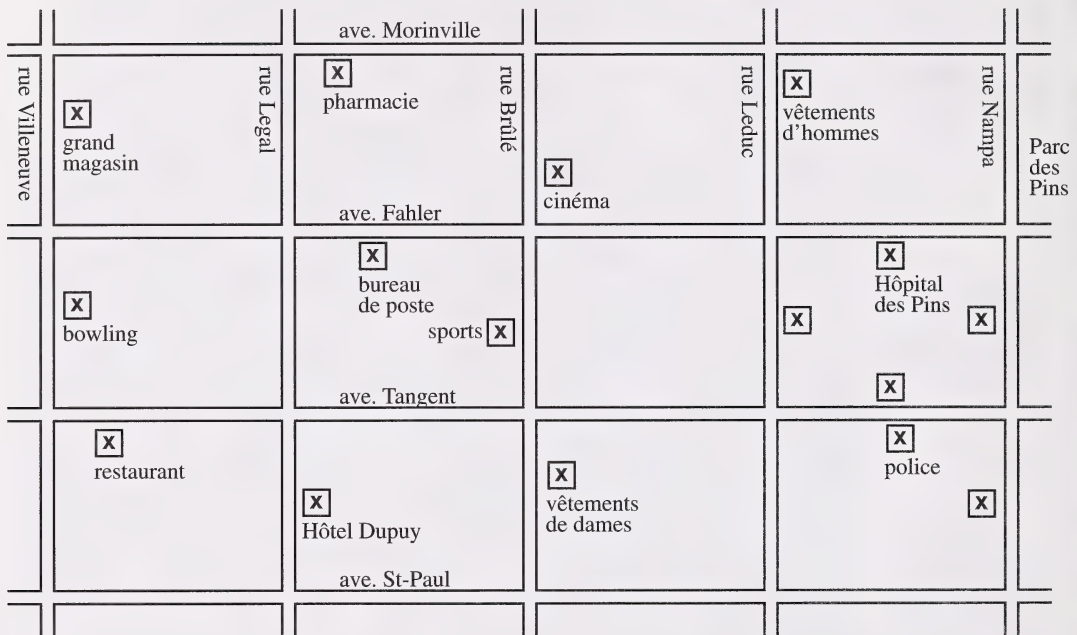
GAUCHE

DROIT

French 13

Enrichment 2

When you are giving or receiving directions, it is handy to be able to use the words for the compass directions. **Nord, sud, est, and ouest** are the directions *north, south, east, and west*. Note that **ouest** sounds like the English word *west* and **est** rhymes with *west*. Two other words useful for giving directions are **jusqu'à**, meaning *until* and **coin** meaning *corner*. Refer to the map to answer the question that follows.



Paul est au coin de l'avenue Morinville et de la rue Leduc.

Paul: **Pardon, monsieur, où est-ce qu'il y a un bureau de poste?**

Monsieur: **Eh bien ... allez à l'ouest jusqu'à la rue Brûlé. Tournez à gauche et descendez la rue Brûlé jusqu'à l'avenue Fahler. Traversez l'avenue Fahler et tournez à droite. Descendez l'avenue Fahler jusqu'au bureau de poste.**

As Paul comes out of the post office he realizes that he is hungry. He sees you coming down the sidewalk and asks you for directions to a restaurant. In the space provided, write the directions you would give him.

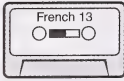
Paul: Pardon, où est-ce qu'il y a un restaurant?

Toi: _____

Check your answers in the Appendix, Section 3: Enrichment 2.



Enrichment 3



Listen to tape segment 430 and do question 4 on page 154 of *Arc-en-ciel 1*. The directions in your textbook are very clear. You may need to listen to the tape two or three times, so you're encouraged to press the pause button if your recorder has one. Draw a ✓ if Philippe is right and an ✗ if Philippe is wrong.

Before you begin, there are a few new words you will hear that you may not know. Look them up in your dictionary.

- pont
- jardin
- piétonne
- stationner



Please note that locations 5 and 6 are reversed on the tape segment.

Place your ✓s and ✗s here.

Textbook question 4:

1. ☐
2. ☐
3. ☐
4. ☐
5. ☐
6. ☐



Check your answers in the Appendix, Section 3: Enrichment 3.



Conclusion

Bravo!

This section has taught you how to discuss methods of transportation in French. You've learned the vocabulary for describing the qualities of vehicles. You also learned how to discuss buying and selling vehicles. You can now, in French, describe how you travel not only inside your community but to other cities and countries as well. When you visit a French community, the directions you've learned will help you say and ask where you want to go. You are also able to give directions to someone else to get to a particular place.

Now turn to your Assignment Booklet 4B and complete the assignment for
Module 4: Section 3.

MODULE SUMMARY


In this module you have learned to discuss places in the community and the services they provide. You can now also talk about the occupations people have and the work they do as volunteers. You can even apply for a job or a voluntary position in French. Hey, maybe you're on your way to a career where you'll get to speak French!

If you ever come upon a francophone visitor or tourist who is lost, you'll be perfectly capable of giving directions to where he or she wants to go. Transportation is now a big part of your vocabulary too, so not only do you know how to talk about *where* you're going but also *how* you're going to get there. In case shopping for a car, bike, or motorcycle is on your agenda, in this module you've learned the vocabulary to do it **en français**.

You have also practised using regular **-er** verbs to express action in the present, and using the verb **aller** with another verb to describe something that is going to happen in the near future. You have come a long way in a short time!

Now turn to your Assignment Booklet 4B
and complete the final module assignment.

Appendix

	Glossary
	Activities
	Extra Help
	Enrichment

Glossary

d'accord	• OK/fine
les achats	• purchases
acheter	• to buy
un aéroport	• an airport
un agent de police	• a police officer
aider	• to help
aimer	• to like/love
allô	• hello (on telephone)
Allons-y!	• Let's go!
les animaux	• animals
l'année	• the year
les annonces	• the ads
arrêter	• to stop
arriver	• to arrive
arroser	• to water
attraper	• to catch
une autoroute	• a highway
un avion	• an airplane
un(e) avocat(e)	• a lawyer
la banque	• the bank
un(e) banquier(ère)	• a banker
un bateau	• a boat

bavarder	<ul style="list-style-type: none">• to chat
bénévole	<ul style="list-style-type: none">• volunteer/benevolent
avoir besoin	<ul style="list-style-type: none">• to need
il a besoin	<ul style="list-style-type: none">• he needs
une bibliothèque	<ul style="list-style-type: none">• a library
un boucher	<ul style="list-style-type: none">• a butcher
une boucherie	<ul style="list-style-type: none">• a butcher shop
un(e) boulanger(ère)	<ul style="list-style-type: none">• a baker
une boulangerie	<ul style="list-style-type: none">• a bread shop
un bureau de placement	<ul style="list-style-type: none">• an employment office
un bureau de poste	<ul style="list-style-type: none">• a post office
un café	<ul style="list-style-type: none">• a café
un camion	<ul style="list-style-type: none">• a truck
la campagne	<ul style="list-style-type: none">• the countryside, rural area
une caserne	<ul style="list-style-type: none">• a barracks/firehall
un caissier	<ul style="list-style-type: none">• a cashier
un centre d'achats	<ul style="list-style-type: none">• a shopping centre
les champs	<ul style="list-style-type: none">• the fields
un(e) chanteur(se)	<ul style="list-style-type: none">• a singer
un charpentier	<ul style="list-style-type: none">• a carpenter
un(e) chasseur(se)	<ul style="list-style-type: none">• a hunter/trapper
un(e) chat(te)	<ul style="list-style-type: none">• a cat
un(e) chauffeur(euse)	<ul style="list-style-type: none">• a driver

un chemin de fer	<ul style="list-style-type: none">• a railway
cher/chère	<ul style="list-style-type: none">• dear/expensive
les cheveux	<ul style="list-style-type: none">• hair
un(e) chien(ne)	<ul style="list-style-type: none">• a dog
un cinéma	<ul style="list-style-type: none">• a movie theatre
un(e) coiffeur(se)	<ul style="list-style-type: none">• hairdresser/barber
une communauté	<ul style="list-style-type: none">• a community
un comptable	<ul style="list-style-type: none">• an accountant
compter	<ul style="list-style-type: none">• to count
la condition	<ul style="list-style-type: none">• the condition
contribuer	<ul style="list-style-type: none">• to contribute
à côté	<ul style="list-style-type: none">• beside
une couleur	<ul style="list-style-type: none">• a colour
couper	<ul style="list-style-type: none">• to cut
coûter	<ul style="list-style-type: none">• to cost
un(e) cuisinier(ère)	<ul style="list-style-type: none">• cook
une dame	<ul style="list-style-type: none">• a lady
danser	<ul style="list-style-type: none">• to dance
demie-tonne	<ul style="list-style-type: none">• half-ton
descendre	<ul style="list-style-type: none">• to go down
désolé(e)	<ul style="list-style-type: none">• sorry
dessiner	<ul style="list-style-type: none">• to draw
devoir	<ul style="list-style-type: none">• to have to

une discothèque	• a disco
je dois	• I have to
donner	• to give
à droite	• to the right
une école	• a school
écouter	• to listen
une église	• a church
élever	• to raise
embaucher	• to hire
emprunter	• to borrow
encaisser	• to cash (a cheque)
enseigner	• to teach
une entrevue	• an interview
envoyer	• to send
une épicerie	• a grocery store
un(e) épicier(ère)	• a grocer
l'essence	• gasoline
l'été entier	• the whole summer
un(e) étudiant(e)	• a student
étudier	• to study
un facteur	• a letter carrier
faire	• to do/to make
faire marcher	• to take (or send) someone for a walk

fait (faire)	<ul style="list-style-type: none">• make/does
il fait trop chaud	<ul style="list-style-type: none">• it's too hot
il faut	<ul style="list-style-type: none">• it's necessary (to)
une fenêtre	<ul style="list-style-type: none">• a window
une ferme	<ul style="list-style-type: none">• a farm
fermé(e)	<ul style="list-style-type: none">• closed
un(e) fermier(ère)	<ul style="list-style-type: none">• a farmer
une fillette	<ul style="list-style-type: none">• a little girl
une fleur	<ul style="list-style-type: none">• a flower
gagner	<ul style="list-style-type: none">• to win/earn money
garder	<ul style="list-style-type: none">• to look after
une garderie	<ul style="list-style-type: none">• a daycare centre
un(e) gardien(ne)	<ul style="list-style-type: none">• a babysitter
une gare	<ul style="list-style-type: none">• a train station
une gare routière	<ul style="list-style-type: none">• a bus depot
à gauche	<ul style="list-style-type: none">• to the left
un gazon	<ul style="list-style-type: none">• a lawn
une gendarmerie	<ul style="list-style-type: none">• a police station
le grand magasin	<ul style="list-style-type: none">• department store
habiter	<ul style="list-style-type: none">• to live/inhabit
à l'heure	<ul style="list-style-type: none">• on time
l'hôpital	<ul style="list-style-type: none">• hospital
l'hôtel	<ul style="list-style-type: none">• hotel

immédiatement	• immediately
une incendie	• a fire (wildfire)
un(e) infirmier(ière)	• a nurse
un jardin	• garden
un(e) jardinier(ère)	• a gardener
les jeunes	• young people/teens
jouer	• to play
des jumeaux	• twins
le kilométrage	• the mileage (of a car)
laver	• to wash
une librairie	• a bookstore
la lune	• the moon
un lycée	• a high school
un magasin	• a store
magasiner	• to go shopping
une maison	• a house
malade	• sick
manger	• to eat
un marché	• a market
marcher	• to walk (person), to run (machine)
la marque	• the make (of a car)
un match	• a game
un(e) mécanicien(ne)	• a mechanic

un médecin	<ul style="list-style-type: none">• a doctor
le ménage	<ul style="list-style-type: none">• the housework
le modèle	<ul style="list-style-type: none">• the model (of a car)
monter	<ul style="list-style-type: none">• to go up
une moto	<ul style="list-style-type: none">• a motorcycle
une motoneige	<ul style="list-style-type: none">• a snowmobile
un musée	<ul style="list-style-type: none">• a museum
nager	<ul style="list-style-type: none">• to swim
nettoyer	<ul style="list-style-type: none">• to clean
la nourriture	<ul style="list-style-type: none">• the food
offrir	<ul style="list-style-type: none">• to offer
les options	<ul style="list-style-type: none">• the options (on a car)
un ordinateur	<ul style="list-style-type: none">• a computer
organiser	<ul style="list-style-type: none">• to organise
le pain	<ul style="list-style-type: none">• the bread
un parc	<ul style="list-style-type: none">• a park
parler	<ul style="list-style-type: none">• to talk
partir	<ul style="list-style-type: none">• to leave/depart
une party	<ul style="list-style-type: none">• a party
passer par	<ul style="list-style-type: none">• to pass by
un pasteur	<ul style="list-style-type: none">• a pastor/minister
patiner	<ul style="list-style-type: none">• to skate
une patinoire	<ul style="list-style-type: none">• a skating rink

un(e) pêcheur(se)	• a fisherman/woman
peindre	• to paint
pendant	• during
penser	• to think
on peut	• you can/people can
une pharmacie	• a drugstore
un(e) piéton(ne)	• a pedestrian
une piscine	• a swimming pool
une plage	• a beach
plonger	• to dive
un(e) policier(ère)	• a police officer
un(e) pompier(ère)	• a fire fighter
un pont	• a bridge
les portes	• the doors
un poste	• a position/job
pourrait	• (he/she) could
pousser	• to grow (plants)
pouvoir	• to be able to
prendre	• to take/have (food)
prendre soin de	• to take care of
préparer	• to prepare
presque	• nearly
un prêtre	• a priest

prier	• to pray
le prix	• the price
promener	• to take for a walk
les provisions	• groceries/supplies
puis-je?	• can I?
quelqu'un	• someone
regarder	• to watch
rencontrer	• to meet
rendre visite à	• to visit (someone)
un repas	• a meal
se reposer	• to relax
un restaurant	• a restaurant
De rien.	• Don't mention it.
un(e) serveur(euse)	• a waiter/waitress
le stade	• the stadium
le station-service	• the service station
stationner	• to park
suivre	• to follow
un supermarché	• a supermarket
surtout	• especially
un tabac	• a smoke shop
les tableaux	• the paintings
le temps	• the time/weather

le temps libre	<ul style="list-style-type: none">• spare time
tondre	<ul style="list-style-type: none">• to mow
tourner	<ul style="list-style-type: none">• to turn
tout/tous/toute(s)	<ul style="list-style-type: none">• all
tout droit	<ul style="list-style-type: none">• straight ahead
travailler	<ul style="list-style-type: none">• to work
traverser	<ul style="list-style-type: none">• to cross
trouver	<ul style="list-style-type: none">• to find
un véhicule	<ul style="list-style-type: none">• a vehicle
un(e) vendeur(se)	<ul style="list-style-type: none">• a sales clerk
vendre	<ul style="list-style-type: none">• to sell
les vêtements	<ul style="list-style-type: none">• clothing
veux-tu	<ul style="list-style-type: none">• do you want
la viande	<ul style="list-style-type: none">• meat
une ville	<ul style="list-style-type: none">• a town/city
visiter	<ul style="list-style-type: none">• to visit
les vitesses	<ul style="list-style-type: none">• the speeds (of a car)
voir	<ul style="list-style-type: none">• to see
un(e) voisin(ine)	<ul style="list-style-type: none">• a neighbour
voyager	<ul style="list-style-type: none">• to travel
un zoo	<ul style="list-style-type: none">• a zoo
Zut!	<ul style="list-style-type: none">• Darn!

Grammar Observation

Verbs

Notice how many of the preceding words are verbs. Remember that except for **aller**, the **-er** verbs usually follow the pattern of **aimer**, so we would say **j'aime, je joue, je nage, je regarde, je parle**, etc. (See page 65 of *Arc-en-ciel 1*.)

Voir does not follow a regular pattern. The verb **vendre** follows the regular pattern for the **-re** verbs. **Rendre, tondre, and descendre** follow this pattern too.

voir (to see)	vendre (to sell)	aller (to go)
je vois	je vends	je vais
tu vois	tu vends	tu vas
il voit	il vend	il va
elle voit	elle vend	elle va
on voit	on vend	on va
nous voyons	nous vendons	nous allons
vous voyez	vous vendez	vous allez
ils voient	ils vendent	ils vont
elles voient	elles vendent	elles vont

The irregular verbs **faire** and **prendre** are shown in the glossaries of Modules 1 and 3.

Partir is an irregular **-ir** verb. **Offrir**, surprisingly, follows the pattern of **aimer**!

partir (to go away)	offrir (to offer)
je pars	j'offre
tu pars	tu offres
il part	il offre
elle part	elle offre
on part	on offre
nous partons	nous offrons
vous partez	vous offrez
ils partent	ils offrent
elles partent	elles offrent

The verbs **finir** and **choisir** follow the regular pattern for **-ir** verbs. Learn this pattern. Note the addition of the syllable **-iss-** in the plural forms.

finir*(to finish)*

je finis

tu finis

il finit

elle finit

on finit

nous finissons

vous finissez

ils finissent

elles finissent

choisir*(to choose)*

je choisis

tu choisis

il choisit

elle choisit

on choisit

nous choisissons

vous choisissez

ils choisissent

elles choisissent

Prononcez bien!

Remember that these verb endings are silent: **e**, **-es**, **-s**. The **-ent** ending is silent on the ils/elles form of verbs.

A final **-d**, **-t**, **-ds**, **-ts**, or **-x** on any word is also silent. In fact, in French, any final consonant is normally silent. The only common exceptions to this rule are the consonants **-c**, **-r**, **-f**, and **-l**. These are sometimes referred to as the *careful consonants* because by coincidence they happen to be the consonants used in the English word *careful*.

Suggested Answers

Section 1: Activity 1

1.1

1. Il habite Ottawa.
2. Here are two possible answers:

Elle habite Londres (*London*).
Elle habite Angleterre.
3. J'habite ... (the name of your town or city).
4. Il habite Disneyland ou Disneyworld.
5. Il habite Québec.

1.2

1. C'est une école.
2. C'est une chambre.
3. C'est un bureau.
4. C'est une bibliothèque.
5. C'est un garage.
6. C'est une maison des jeunes.
7. Ce sont des salles de classe.
8. C'est un gymnase.
9. C'est une cafétéria.
10. Ce sont des maisons.

1.3

This is an oral activity. You should have recorded the answers for Activity 1.2 on your blank tape.

1.4

These are the statements you should have recorded in answer to the question.
Some have more than one possible answer.

Textbook question 1:

- C'est un homme.
C'est un professeur.
C'est un père.
- C'est une femme.
C'est une professeur.
C'est une mère.
- C'est une fille.
C'est une étudiante.
- C'est une cathédrale.
- C'est un château.
- C'est une école.

1.5

1. C'est une cathédrale.
2. C'est une école.
3. C'est un zoo.
4. C'est un château.
5. C'est un hôpital.

1.6

1. You may or may not have used an indefinite article in front of the name of each place, but it is better if you do.



un musée



un hôpital



un zoo

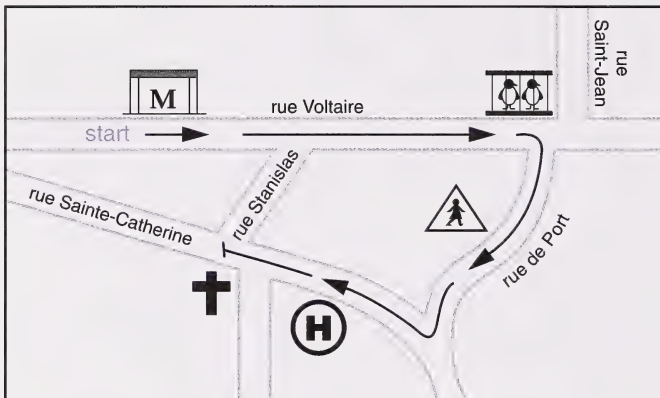


une école



une cathédrale

2.



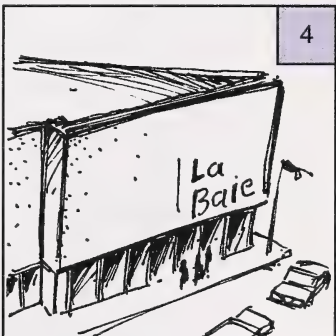
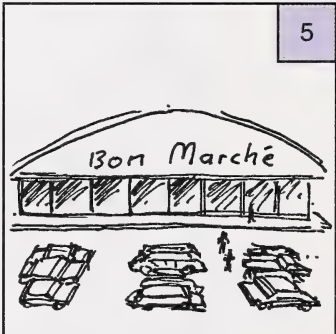
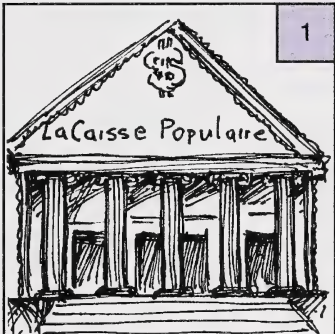
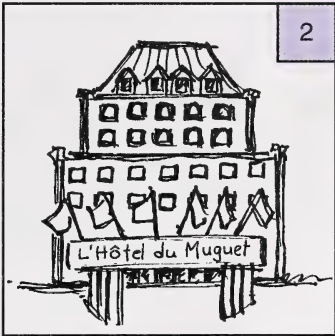
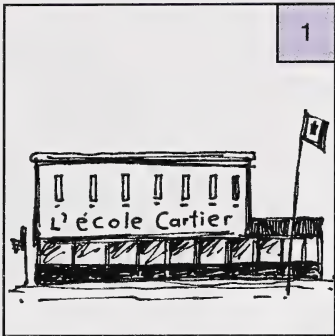
1.7

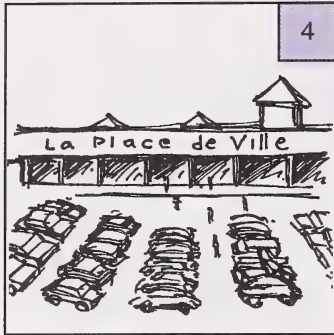
This is a listening activity. Each picture should have a ✓ in the corner.

1.8

This is an oral activity. By the time you finish, each picture should have a ✓ in the corner.

1.9





Section 1: Activity 2

2.1

1. Anne va au cinéma avec Jacques.
2. Marie va à la discothèque.
3. Answers will depend on what you like to do Saturday nights.

2.2

1. The phrases that you have checked off will depend on whether or not your community has the facility for each activity mentioned.
2. Anne et Marie vont au party.

2.3

1. YMCA: Young Men's Christian Association
2. COD: Cash on Delivery
3. RSVP: Répondez S'il Vous Plait
4. ADLC: Alberta Distance Learning Centre

2.4

Your answers may vary somewhat.

1. Il va à la piscine pour nager.
2. Il va au marché pour magasiner.
3. Il va au stade pour jouer au football.
4. Il va à la maison des jeunes pour jouer au football/jouer au flipper/jouer au frisbee/se reposer.
5. Il va à la plage pour jouer au frisbee/se reposer.
6. Il va à la patinoire pour patiner.
7. Il va au cinéma pour regarder un film.
8. Il va au lit pour se reposer.

2.5

This is an oral assignment. There are many possible answers to these questions. You are encouraged to make your answers personal and to use places that have not yet been discussed in the course. Use your dictionary to find words that you don't know.

Section 1: Activity 3

3.1

1. *au bureau de poste*
2. *à la station-service*
3. *à la gare*
4. *à la bibliothèque*
5. *à la librairie*
6. *à la caserne de pompiers*
7. *à la gendarmerie*
8. *à l'aéroport*

A couple of these places may have been unfamiliar to you. A quick check in your dictionary will tell you what each one is. Go back to the tape and listen again to the actions described in order to understand those that gave you trouble.

3.2

The services that you have checked off will vary depending on where you live. Here are their meanings in English:

- **envoyer des lettres** (*mail letters*)
- **acheter des fruits et des légumes** (*buy fruits and vegetables*)
- **étudier le français, les maths, etc.** (*study French, math, etc.*)
- **rendre visite à une personne qui est malade** (*visit a person who is sick*)
- **encaisser une chèque** (*cash a cheque*)
- **faire réparer des autos** (*get a car repaired*)
- **trouver une chambre pour dormir** (*find a room to sleep in*)

3.3

These answers will vary depending on where you live. The meanings of each activity is given in English:

- **se détendre et prendre du soleil** (*relax and get some sun*)
- **regarder des sculptures et des tableaux** (*look at sculptures and paintings*)
- **nager** (*swim*)
- **regarder un film** (*watch a film*)

- **danser** (*dance*)
- **rencontrer des amis** (*meet friends*)
- **dîner** (*eat out*)

3.4

You should have the names of the places in the correct order. However, the reasons you give about why Monique is visiting each building may vary. Some possible answers are provided here and others are given on tape segment 413.

1. Monique va au café pour boire un café ou pour manger.
2. Elle va à la station-service pour faire réparer son auto ou pour acheter de l'essence.
3. Elle va à l'école pour étudier ou apprendre le français.
4. Elle va à la bibliothèque pour étudier, emprunter des livres, ou rechercher.
5. Elle va à la banque pour encaisser un chèque, emprunter de l'argent, garder ou économiser de l'argent, ou payer des factures.
6. Elle va au supermarché pour acheter de la nourriture.

3.5

The names of the places that Nicole visits should be in this order. Again, the reasons that you give may differ. You can also listen to tape segment 414 to hear some possible answers.

1. Nicole va à la piscine pour nager ou plonger.
2. Elle va au restaurant pour manger ou boire.
3. Elle va au musée pour regarder des tableaux ou des sculptures.
4. Elle va à la librairie pour acheter des livres, des posters, ou des dictionnaires.
5. Elle va au cinéma pour regarder un film.
6. Elle va au café pour boire un café, rencontrer des amis, ou bavarder du film.

Section 1: Follow-up Activities

Extra Help 1

Your answers may vary.

1. *Allez à la banque, monsieur.*
2. Allez à la librairie, monsieur.
3. Allez à la plage, à la piscine, ou au parc, monsieur.
4. Allez au restaurant, monsieur.
5. Allez au cinéma, monsieur.

Extra Help 2

The facts contained in your answers should be the same but your wording can vary. In some cases more than one wording is provided for you.

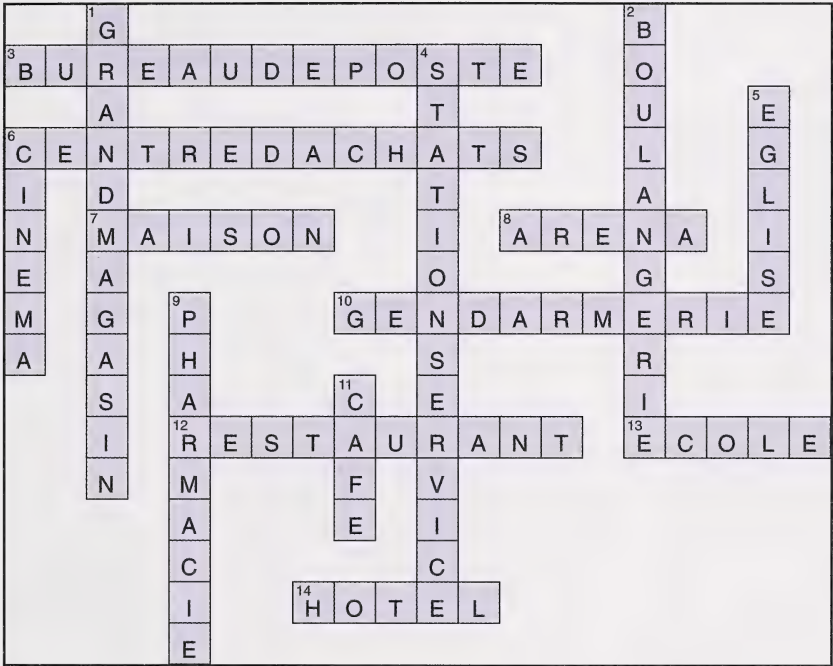
1. *Ce matin je vais à la piscine à 11 h.*
2. Cet après-midi je vais à l'aréna à 4 h.
Cet après-midi je vais au patinoire à 4 h.
3. Ce soir je vais à la disco à 9 h.
Ce soir je vais à la discothèque à 9 h.
4. Jeudi matin je vais au café à 11 h 30.
5. Vendredi matin je vais au supermarché à 5 h.
6. Samedi soir je vais au cinéma à 9 h.
7. Dimanche après-midi je vais au musée à 1 h.
8. Lundi matin je vais à la plage à 9 h 30.
9. Lundi après-midi je vais au magasin de sports à 2 h 30.
10. Mardi matin je vais au marché à 10 h.

The wording of these answers can be written in a different order. For example:

Je vais au cinéma samedi soir à 9 h.
A 9 h samedi soir je vais au cinéma.

Extra Help 3

Proper accents, spacing, hyphens, and apostrophes have not been included in the answers to this crossword puzzle.



Enrichment

Accents have not been included in the answers.

1. **B** ↘ **U** ↘ **R** → **E** → **A** → **U** ↘ **D** ↙ **E** ↙ **P** ← **O** ↓ **S** ← **T** ↓ **E**

2. **B** → **O** ↓ **U** ↓ **C** ↗ **H** ↘ **E** ← **R** ↗ **I** ↓ **E**

3. **G** ↘ **A** → **R** ↗ **E**

4. **C** ↘ **U** ↗ **F** ↗ **E**

5. **P** ↓ **H** → **A** ↑ **R** ↘ **M** → **A** ↑ **C** → **I** → **E**

6. **E** ↗ **P** ↑ **I** ← **C** ↗ **E** ← **R** ↘ **I** ↑ **E**

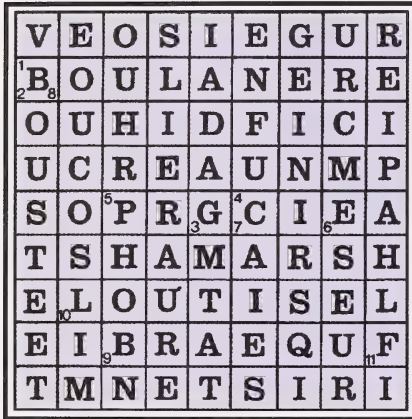
7. **C** → **I** ↑ **N** ↘ **E** ↑ **M** ↘ **A**

8. **B** → **O** → **U** → **L** → **A** → **N** ↗ **G** ↓ **E** → **R** ↘ **I** ↑ **E**

9. **B** ↑ **O** → **U** → **T** → **I** ↘ **Q** → **U** ↑ **E**

10. **L** ↓ **I** → **B** → **R** → **A** ↗ **I** ↗ **R** ↙ **I** ↓ **E**

11. **F** ↑ **L** ← **E** ↓ **U** ↓ **R** ← **I** ← **S** ← **T** ↗ **E**



BOUCHERIE

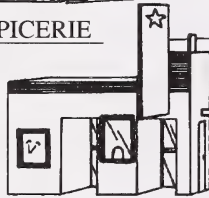
CAFE

EPICERIE



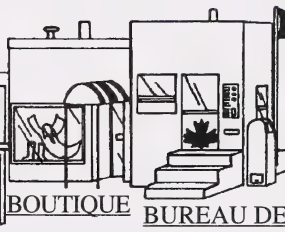
FLEURISTE

BOULANGERIE



CINEMA

BOUTIQUE



BUREAU DE

POSTE

GARE



LIBRAIRIE

PHARMACIE

¹ Cruchley, Golinsky, et al., *Carte Blanche* (Don Mills: Addison-Wesley Publishers, 1981). Reprinted by permission.

Section 2: Activity 1

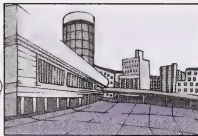
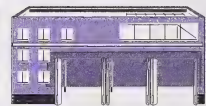
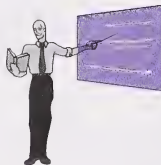
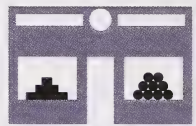
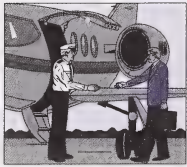
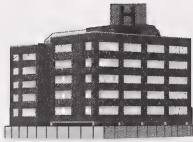
1.1

You can have ten sentences that begin with **Je peux travailler ...** or you can have one long sentence with commas, in which case the last place that you mention should have **et** before it.

These are the sentences given on the tape:

- Je peux travailler à l'épicerie.
- Je peux travailler à une boutique de vêtements.
- Je peux travailler au grand magasin.
- Je peux travailler au magasin de musique.
- Je peux travailler au restaurant.
- Je peux travailler à la banque.
- Je peux travailler au supermarché.
- Je peux travailler à l'hôtel.

1.2



1.3

1. Il est (coiffeur chauffeur).
2. Il est (serveur conducteur).
3. Elle est (coiffeuse chasseuse).
4. Elle est (réceptionniste mécanicienne).
5. Elle est (avocate comptable).
6. Il est (facteur chanteur).
7. Elle est (fermière banquière).
8. Il est (caissier pompier).
9. Elle est (boulangère épicière).
10. Il est (pêcheur vendeur).

1.4

1. l e c h a r p e n t i e r
2. l e v é t é r i n a i r e
3. l e p i l o t e
4. l' a r t i s t e
5. l a j a r d i n i è r e
6. l e b o u c h e r
7. l e d e n t i s t e
8. l a b o u l a n g è r e
9. l e m é d e c i n
10. l' é l e c t r i c i e n
11. l' i n f i r m i è r e
12. l a m é c a n i c i e n n e
13. l e p o m p i e r
14. l a f e r m i è r e
15. l e p r o f e s s e u r
16. l a m u s i c i e n n e

1.5

1.

	masculin	féminin
a.	<i>le charpentier</i>	<i>la charpentière</i>
b.	le vétérinaire	
c.	le pilote	
d.	l'artiste	l'artiste
e.		la jardinière
f.	le boucher	
g.	le dentiste	
h.		la boulangère
i.	le médecin	
j.	l'électricien	
k.		l'infirmière
l.		la mécanicienne
m.	le pompier	
n.		la fermière
o.	le professeur	
p.		la musicienne

L'artiste can be either masculine or feminine.

2.

	masculin	féminin
1.	<i>le charpentier</i>	<i>la charpentière</i>
2.	le vétérinaire	la vétérinaire
3.	le pilote	la pilote
4.	l'artiste	l'artiste
5.	le jardinier	la jardinière
6.	le boucher	la bouchère
7.	le dentiste	la dentiste
8.	le boulanger	la boulangère
9.	le médecin	la femme-médecin
10.	l'électricien	l'électricienne
11.	l'infirmier	l'infirmière
12.	le mécanicien	la mécanicienne
13.	le pompier	la pompière
14.	le fermier	la fermière
15.	le professeur	la professeur
16.	le musicien	la musicienne

3.

masculin	féminin
-er	-ère
-ien	-ienne
-ier	-ière
-e	-e

Section 2: Activity 2

2.1

Answers to this activity will be personal. How much experience have you had before as a volunteer? What would you like to try?

2.2

Picture A: 6

Picture B: 3

Picture C: 4

Picture D: 2

Picture E: 1

Picture F: 5

2.3

Checking over this activity might be a bit tricky. When you listened to the tape, you heard the verbs in their conjugated form. The answers, however, are in the infinitive form. Don't let that throw you.

1. *dessiner*
2. *aider*
3. *parler*
4. *jouer*
5. *organiser*
6. *écouter*
7. *visiter*
8. *arroser*
9. *contribuer*
10. *laver*

2.4

1. Elle dessine un animal.
2. Elles aident une mère avec deux enfants.
3. Il parle avec les jeunes.
4. Nous jouons au volleyball.
5. Elles organisent des clubs.
6. Il écoute les problèmes de ses amis.
7. Vous visitez la SPCA.
8. J' arrose les fleurs de mes voisins.
9. Il contribue du temps libre.
10. Elle lave les fenêtres pour sa grand-mère.

2.5

Partagez votre vie! Donnez du sang à ceux qui en ont besoin.

Demain, la Croix Rouge **organise** quatre cliniques de sang. Ces cliniques auront lieu aux heures et aux endroits suivants:

- à l' hôtel de ville de 10 h 30 à 19 h 30
- à l' hôpital général de 9 h 30 à 15 h 30
- à l' église Sacré-Coeur – le matin de 9 h 30 à 11 h 30 et l'après-midi de 13 h à 16 h
- au centre Daniel Johnson de 14 h à 20 h 30

2.6

This is an oral assignment completed with your facilitator or distance learning teacher.

Section 2: Activity 3

3.1

You will not understand every word on the tape. Listen for the job and look at the pictures.

Picture A: 10

Picture B: 8

Picture C: 7

Picture D: 2

Picture E: 6

Picture F: 5

Picture G: 1

Picture H: 4

Picture I: 3

Picture J: 9

3.2

1. a. **V**
b. **V**
c. **V**
d. **F**
e. **V**
2. Quand Marie rentre de l'école, ses parents sont à la cuisine. Marie finit à l'école pour deux mois. Marie va chercher un job d'été. Le 2 juillet Marie va au bureau de placement. Marie trouve un job au bureau de placement.
3. In each case the form of **aller** was used with the infinitive form of another verb. This is a useful construction to know. Forms of the verb **aller** in the story were used like this:
 - **Tu vas chercher ...** (*You are going to search for ...*)
 - **Je vais chercher ...** (*I am going to search for ...*)
 - **Je vais travailler ...** (*I am going to work ...*)
 - **Je vais économiser ...** (*I am going to save ...*)
 - **Je vais trouver ...** (*I am going to find ...*)
 - **Tu vas voir ...** (*You are going to see ...*)
 - **Tu vas aller ...** (*You are going to go ...*)

3.3

1. Luc (Il) va chercher un job.
2. Anne (Elle) va être bénévole à l'hôpital.
3. Guy et Alain (Ils) vont aller au Québec.
4. Michelle et Nicole (Elles) vont travailler à l'université.
5. Base your answer on what you will be doing this coming summer. It will begin with **Je vais**

3.4

1. Marie: *Où est Alain?*
 Toi: *Il est au stade.*
 Marie: *Qu'est-ce qu'il fait?*
 Toi: *Il travaille au match de football.*
2. Marie: Où est Katya?
 Toi: Elle est au bureau de placement.
 Marie: Qu'est-ce qu'elle fait?
 Toi: Elle aide les clients.
3. Marie: Où est Sophie?
 Toi: Sophie est au restaurant.
 Marie: Qu'est-ce qu'elle fait?
 Toi: Elle lave les tables.
4. Marie: Où est Jean?
 Toi: Il est chez les voisins.
 Marie: Qu'est-ce qu'il fait?
 Toi: Il garde les enfants.
5. Marie: Où est Georges?
 Toi: Il est au garage.
 Marie: Qu'est-ce qu'il fait?
 Toi: Il répare des autos.

3.5

1. This will vary depending on where you live.
2. If you identified Inuvik and Yellowknife, you're right. They're in the Northwest Territories.
3. The towns with French names that you may have underlined include

- | | |
|------------------|--------------|
| • Beaumont | • Leduc |
| • Bonnyville | • Morinville |
| • Castor | • St. Albert |
| • Falher | • St. Paul |
| • Grand Centre | • Trochu |
| • Grande Prairie | • Vegreville |
| • Lac La Biche | • Vermilion |
| • Lacombe | |

Did you guess Lac La Biche and Lacombe? What made you think they were French? They sound French because they both have **la** in their names. Did you know that Falher is a French name and that it has a large French community?

3.6

1. Le petit garçon de madame Malprise a (deux mois et demi deux ans et demi).
2. Madame Malprise cherche une gardienne pour (deux mois un mois).
3. Les heures de travail seront de (8 h à 16 h 8h à 13h).
4. Elle préfère quelqu'un qui parle (anglais français).
5. Il faut appeler le numéro (484-0080 484-0280).

1

Section 2: Follow-up Activities

Extra Help 1

Textbook question 1:

- actress (**actrice**)
- factory worker (**ouvrier**)
- doctor (**docteur**)
- police officer (**policier**)
- housewife (**ménagère**)
- journalist (**journaliste**)
- hairdresser (**coiffeuse**)
- teacher (**professeur**)
- driver (**chauffeur**)
- waiter (**serveur**)

Extra Help 2

Textbook question 2:

- | | |
|------------------------|--------------------------|
| a. Elle est coiffeuse. | g. Il est policier. |
| b. Il est chauffeur. | h. Elle est journaliste. |
| c. Elle est actrice. | i. Il est professeur. |
| d. Elle est ménagère. | j. Il est chanteur. |
| e. Il est serveur. | k. Il est ouvrier. |
| f. Il est docteur. | |

¹ Cruchley, Golinsky, et al., *Carte Blanche* (Don Mills: Addison-Wesley Publishers, 1981). Reprinted by permission.

Extra Help 3

The statements indicate what you would say aloud for each matching pair of cards. The cards and statements have been numbered so you can see which ones go together. The professions have been given in their masculine forms. Refer to the Glossary or your dictionary for the feminine versions.



1. Je suis médecin. Je travaille dans un hôpital.
2. Je suis secrétaire. Je travaille dans un bureau.
3. Je suis coiffeur. Je travaille chez le coiffeur.
4. Je suis policier. Je travaille dans un poste de police ou dans une gendarmerie.
5. Je suis caissier. Je travaille dans un supermarché ou dans un magasin.
6. Je suis ouvrier. Je travaille dans une usine.
7. Je suis professeur. Je travaille dans une école.
8. Je suis ménager. Je travaille dans une maison ou dans un appartement.
9. Je suis serveur. Je travaille dans un restaurant ou dans un café.
10. Je suis banquier. Je travaille dans une banque.

¹ Ann Miller and Liz Roselman, *Arc-en-ciel Stage 1: Repromasters* (London: Mary Glasgow Publications Ltd., 1988). Reprinted by permission.

Enrichment 1

The answers to this puzzle do not include accents.

1	2	3	4	5	6	7	8	9	10	11
C								S		C
O	C							U		H
I	H		T					P		O
F	A		H		C	B		E		M
F	U		E	C	H	U		R	M	E
E	F		A	A	A	R	U	M	E	U
U	F	E	T	F	N	E	S	A	D	R
S	E	C	R	E	T	A	I	R	E	
E	U	O	E			E	U	N	C	C
	R	L				U		E	H	I
		E			R			E	N	

The answer to 12 is **secrétaire**.

Enrichment 2

Textbook question 3:

- Madame Jacobs est caissière. Elle travaille dans un supermarché.*
- Monsieur Jacobs est footballeur. Il travaille dans un magasin de sport.
- Madame Lassègue est journaliste. Elle travaille dans un bureau.
- Monsieur Thireau est docteur. Il travaille dans un hôpital.
- Monsieur Thireau (grand-père) est propriétaire. Il travaille dans un restaurant.
- Monsieur Tedjini est chauffeur de taxi. Il travaille dans un garage.
- Madame Tedjini est ménagère. Elle travaille dans une maison.
- Abdel Tedjini est employé de banque. Il travaille dans une banque.
- Monsieur Civardi est ouvrier. Il travaille dans une usine.
- Madame Civardi est professeur. Elle travaille dans une école.

Section 3: Activity 1

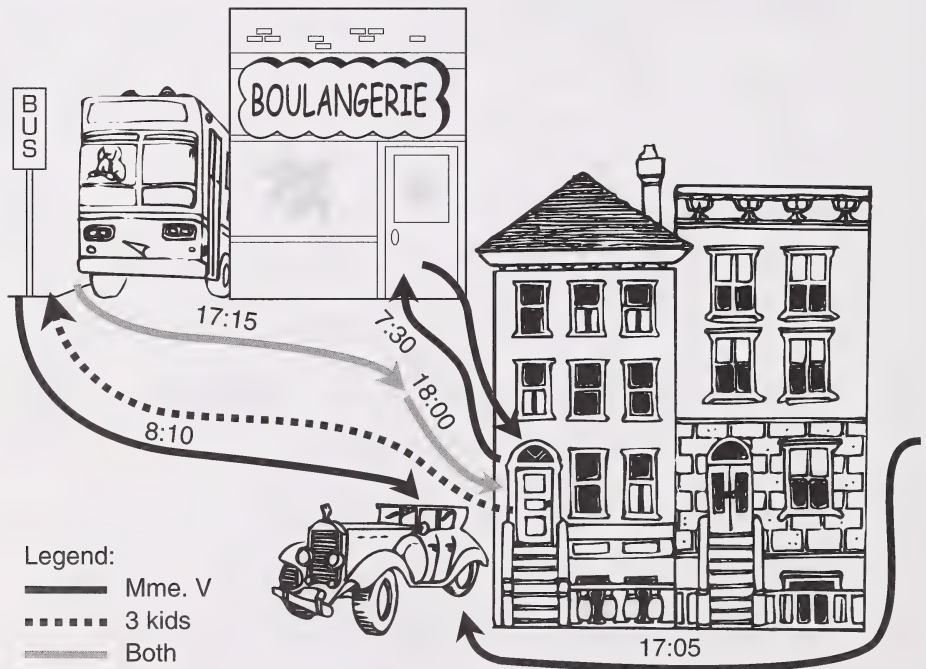
1.1

1. The diagram is not accurate because M. and Mme Deschamps did not go back into the car at 18:00. At 18:00, M. Deschamps went into the **tabac**, not the **boulangerie**, and returned home at 18:02, not 18:10.
2. The seven **-er** verbs in the story about the Deschamps are listed as follows.

- | | |
|-------------|--------------|
| a. observer | e. entrer |
| b. quitter | f. traverser |
| c. monter | g. passer |
| d. rentrer | |

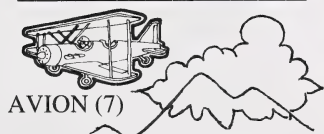
1.2

Here is an example of what your diagram should look like:



1.3

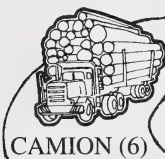
I	Y	L	M	R	M	P
B	C	E	O	T	E	I
A	N	I	T	B	D	X
U	O	A	R	U	A	T
V	I	V	E	S	E	I
C	A	M	B	A	T	R



AVION (7)



TAXI (10)



CAMION (6)



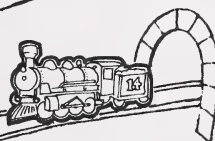
AUTO (1)



METRO (3)



AUTOBUS (2)



TRAIN (5)



PIED (9)



BICYCLETTE (4)



BATEAU (8)

1. (A) ←U ↖T ↑O
2. (A) ←U ↖T ↑O ↘B ↓U ↓S
3. (M) ↓E ←T ↑R ↙O
4. (B) ↑I ↘C ↑Y ↓C ↗L ↓E ↘T ↗T →E
5. (T) ↓R ←A ↑I ←N
6. (C) →A →M ↖I ↑O ↑N
7. (A) ↓V ←I ↑O ↑N
8. (B) →A →T ↑E ↑A ←U
9. (P) ↓I ←E ↓D
10. (T) ←A ↗X ↑I

The accents are not included in the answers. You should also have circled any of the transportation methods you have used.

¹Cruchley, Golinsky, et al., *Carte Blanche* (Don Mills: Addison-Wesley Publishers, 1981). Reprinted by permission.

1.4

This activity has no formal answers.

1.5

- 3 gare
- 2 banque
- 1 restaurant
- 4 musée
- 5 café

1.6

1. Pour aller au cinéma, descendez l'avenue de la Paix au boulevard Gambetta. Descendez le boulevard Gambetta à la rue de Paris. Descendez la rue de Paris. Le cinéma est à côté de la banque.
2. Pour aller à la piscine, descendez la rue de Paris au boulevard Gambetta. Descendez boulevard Gambetta. La piscine est en face de la gare.

1.7

First your map should show the route from your house to your school. Then you should have orally explained the route, using the words you've learned in the section. Everyone's answer will be personal.

Section 3: Activity 2

2.1

Here are the various methods of transportation that you identified. They are given in a complete sentence.

- | | |
|------------------------------------|----------------------------------|
| 1. Je voyage <u>en ambulance</u> . | 6. Je voyage <u>en taxi</u> . |
| 2. Je voyage <u>en fusée</u> . | 7. Je voyage <u>en autobus</u> . |
| 3. Je voyage <u>à cheval</u> . | 8. Je voyage <u>en calèche</u> . |
| 4. Je voyage <u>en navire</u> . | 9. Je voyage <u>en bateau</u> . |
| 5. Je voyage <u>en avion</u> . | 10. Je voyage <u>en train</u> . |

2.2

Textbook question 3:

1. d) Pour aller au Centre Pompidou, descendez au Châtelet.
2. b) Pour aller au Marché aux Puces, descendez à la Porte de Clignancourt.
3. a) Pour aller à la Cité de la Villette, descendez à la Porte de la Villette.
4. e) Pour aller à la tour Eiffel, descendez à Bir-Hakeim.
5. c) Pour aller à Notre-Dame, descendez à la Cité.

Please note that on the tape numbers 1 and 2 are reversed.

Additional factors that may influence your chosen means of transportation are

- personal preference
- comfort
- the scenery
- availability of free meals or other perks
- what is best for your health
- what is best for the environment
- what your travelling companions prefer
- what is most convenient for the people who will be meeting you or with whom you will be staying

2.3

Your answers may not be the same.

1. 3 en auto 5 à bicyclette 6 à pied
 4 en autobus 2 à moto 1 en avion
2. 1 en avion
 2 en bateau
3. 4 en canoë 3 en bateau
 1 en avion 2 en hélicoptère
4. a. The trip you took may have been between cities, provinces, countries, or even continents.
b. The possible methods of travel depend on the trip you took.

2.4

Make sure you use either **à** or **en** in front of the name of the vehicle.

1. *Elle voyage de Vancouver à Calgary en autobus.*
2. Elle voyage de Calgary à Régina en train.
3. Elle voyage de Régina à Winnipeg à cheval.
4. Elle voyage de Winnipeg à Thunder Bay en auto.
5. Elle voyage de Thunder Bay à Toronto à moto.
6. Elle voyage de Toronto à Montréal à bicyclette.
7. Elle voyage de Montréal à Halifax en taxi.
8. Elle voyage de Halifax à Charlottetown en canoë.
9. Elle voyage de Charlottetown à St. Jean en bateau.
10. Elle voyage de St. Jean à Vancouver en avion.

2.5

Textbook question 2:

1. B *On ne peut pas entrer avec un chien.*
2. H On ne peut pas stationner.
3. F On peut entrer par ici.
4. C On ne peut pas fumer ici.
5. G On peut camper ici.
6. E On ne peut pas traverser la rue.
7. A On peut téléphoner ici.
8. D On peut traverser la rue maintenant.

2.6

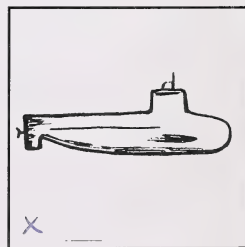
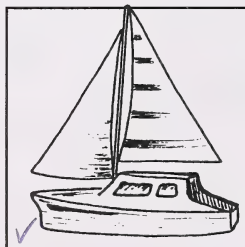
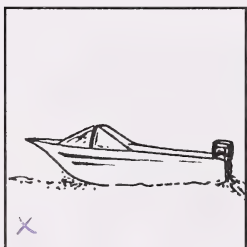
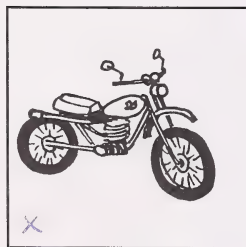
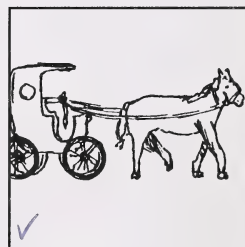
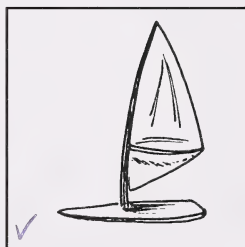
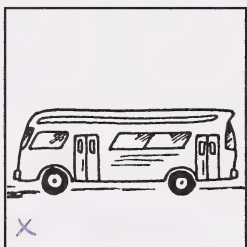
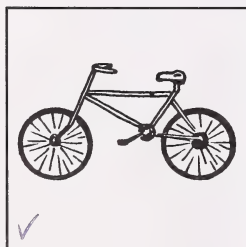
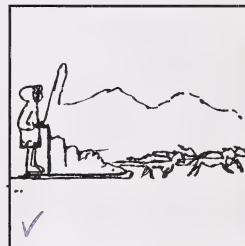
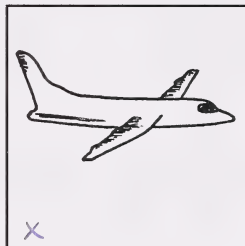
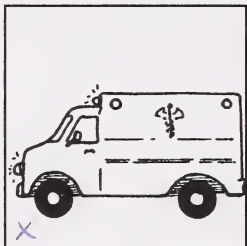
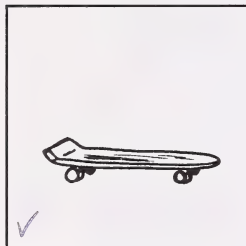
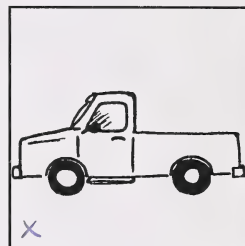
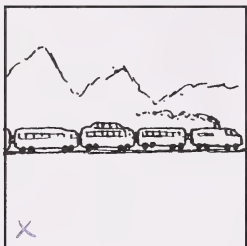
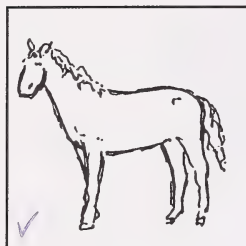
Your completions will vary. More examples are provided for you. By now are you familiar with most of the expressions used to describe methods of travel?

1. a. *Je voyage en chaise roulante.*
b. Je voyage à cheval.
c. Je voyage à motoneige.
d. Je voyage à bicyclette.
e. Je voyage en métro.
2. a. *Je ne voyage pas en fusée.*
b. Je ne voyage pas en taxi.
c. Je ne voyage pas en auto.
d. Je ne voyage pas à moto.
e. Je ne voyage pas en avion.

Section 3: Activity 3

3.1

The answers to this segment depend on how much knowledge you have about what causes pollution. Therefore, these answers are only suggestions.



3.2

Your answers will vary. Here are some possible answers.

1. Je voudrais une bicyclette.
Je voudrais un moto.
2. Je ne voudrais pas de traîneau.
Je ne voudrais pas de calèche.

3.3

1.

marque	Toyota
modèle	Supra
année	83
kilométrage	147 000
vitesses	5
couleur	noire
prix	4300 \$
options	mags

2.

marque	Porsche
modèle	Carrera 911, convertible
année	89
kilomètres	19 000
couleur	blanche et noire
prix	62 000 \$
condition	comme neuve

3.

marque	BMW
année	87
vitesses	5
couleur	rouge
condition	excellente

4.

marque	Firebird
année	87
kilométrage	55 000
prix	10 000 \$
téléphone	555-7570

5.

marque	Limongi
vitesses	12
prix	à discuter

6.

marque	Nighthawk
modèle	750 S
année	84
couleur	bleue
condition	superbe
prix	1900 \$

7.

marque	Bic/Dufour
modèle	180 I
condition	excellente
prix	350 \$

3.4

This is an oral assignment. These are the sentences in each dialogue that you would say, based on the model dialogue and the information in the ads.

1. Allô, Brigitte. C'est (your name).

Très bien! Écoute, il y a une bicyclette à vendre!

Une Peugeot.

En excellente condition.

175 \$.

À Pierrette La Tour.

C'est le 555-6748.

2. Allô, Robert. C'est (your name).

Très bien! Écoute, il y a une planche à surf à vendre.

Une Adagio.

En excellente condition.

150 \$.

À Tom Maillot.

C'est le 555-4950.

3. Allô Chantal. C'est (your name).

Très bien! Écoute, il y a une planche à roulettes à vendre.

Une Crash-vite.

En bonne condition.

25 \$.

À Richard Rapideau.











C'est le 555-3948 (l'hôpital St-Agathe, chambre 14)

3.5

The details in your answer will vary greatly depending on your particular dream vehicle.

Section 3: Follow-up Activities

Extra Help 1

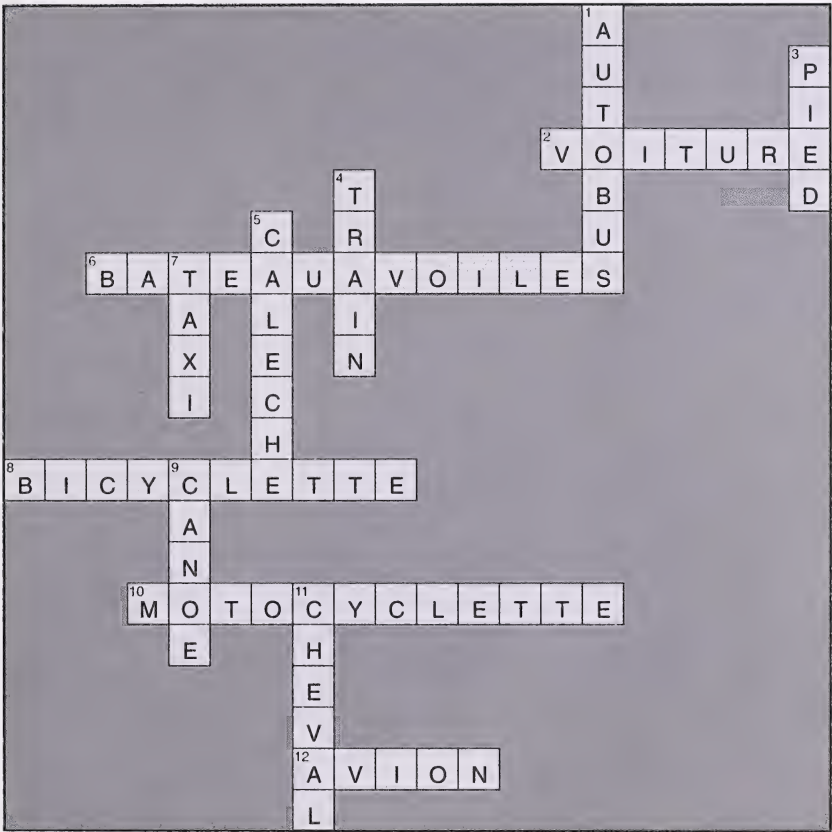
1.	<div>MNA ICO</div>	CAMION	4		1
2.	<div>WAA YRMT</div>	TRAMWAY	8		2
3.	<div>TA NIR</div>	TRAIN	10		3
4.	<div>UAE TBA</div>	BATEAU	1		4
5.	<div>VI ANO</div>	AVION	2		5
6.	<div>B SUUT SAO</div>	AUTOBUS	9		6
7.	<div>OT OM</div>	MOTO	3		7
8.	<div>TX AI</div>	TAXI	6		8
9.	<div>HEÈ ALCC</div>	CALÈCHE	7		9
10.	<div>EBT ICYC LEC</div>	BICYCLETTE	5		10

1

¹Cruchley, Golinsky, et al., *Carte Blanche* (Don Mills: Addison-Wesley Publishers, 1981). Reprinted by permission.

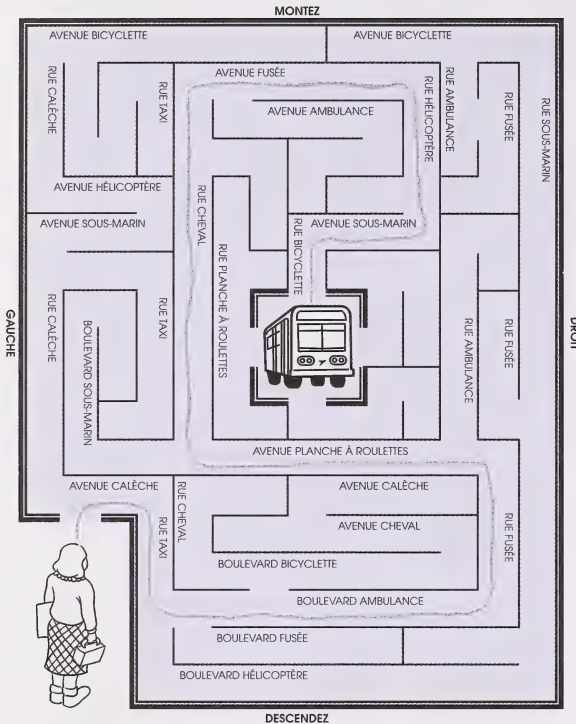
Extra Help 2

You don't need accents on the words in the puzzle or spaces between them.



Enrichment 1

Here is Monique's route to the autobus.



Here is a written version of the instructions you recorded for Monique on your blank tape. The wording you used may not necessarily be the same.

Descendez l'avenue Calèche. Tournez à droite et descendez la rue Taxi jusqu'au boulevard Ambulance. Tournez à gauche et suivez le boulevard Ambulance jusqu'à la rue Fusée. Montez la rue Fusée et tournez à gauche à l'avenue Planche à Roulettes. Suivez l'avenue Planche à Roulettes jusqu'à la rue Cheval et tournez à droite. Montez la rue Cheval jusqu'à l'avenue Fusée. Tournez à droite. Suivez l'avenue Fusée jusqu'à la rue Hélicoptère et tournez à droite autrefois. Descendez la rue Hélicoptère et tournez à droite à l'avenue Sous-Marin. Tournez à gauche à la rue Bicyclette et vous êtes à l'autobus.

¹Cruchley, Golinsky, et al., *Carte Blanche* (Don Mills: Addison-Wesley Publishers, 1981). Reprinted by permission.

Enrichment 2

Here are the directions that you would give to Paul. Here they are given in the **vous** form, as though Paul is someone whom you don't know. If he was someone you knew well, you would use the **tu** form to give him directions.

Allez à l'ouest jusqu'à la rue Legal. Tournez à gauche et descendez la rue Legal jusqu'à l'avenue Tangent. Traversez l'avenue Tangent et tournez à droite. Descendez l'avenue Tangent jusqu'au restaurant.

Or maybe you remember that there is a restaurant in the hotel, in which case you would tell him

Allez à l'ouest. Tournez à gauche à la rue Legal. Descendez la rue Legal jusqu'à l'hôtel.

Of course, there may be cafeterias in some of the other buildings, too.

Enrichment 3

Textbook question 4:

1. ☒
2. ☒
3. ☒
4. ☒
5. ☒
6. ☒

Locations 5 and 6 are reversed on the tape.



French 13
Student Module Booklet
Module 4

LRDC

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